LEPL – Ivane Javakhishvili Tbilisi State University

Annual Report 2023

Quality Assurance Service

CONTENTS

1. Introduction

The Quality Assurance Service (hereinafter "the Service") of Ivane Javakhishvili Tbilisi State University (hereinafter "the University") is one of the management bodies of the University. The goal of its activity is the continuous development of the quality of the University services. The Service operates in compliance with Articles 25 and 31 of the Law of Georgia "On Higher Education", the University Charter and the Provisions of the Quality Assurance Service. The activities performed by the Service are guided by the document "Quality Assurance Standards and Guiding Principles in the European Higher Education Area" developed by the European Quality Assurance Network and national authorization and accreditation standards.

The main areas of activity of the service are:

a. Further promotion of raising the quality of teaching-learning process, research and adherence of academic integrity at the University;

b. Organization of self-assessment process for authorization and cluster accreditation procedures. Program preparation for external evaluation, with the aim of obtaining national and international accreditation;

c. Promoting the introduction of modern learning, teaching and evaluation methods;

d. Promotion of international cooperation and integration of the University in the common European educational space in order to improve quality assurance processes, share international best practices and introduce innovations in the educational space;

e. Strengthening of the quality culture in the University through greater involvement of internal university actors, especially the students, and raising awareness through their participation in quality assurance processes;

The Quality Assurance Service actively cooperates with various structural units of the University for the purpose of further development of the institution on the basis of multi-disciplinary expert experience of the University. Its cooperation with the Quality Assurance Services at the Faculties, which are part of the unified system of quality assurance of the university, is particularly significant, although their activities are somewhat based on the specifics of the Faculty fields and areas, that often creates the grounds for making independent decisions.

Present report displays the state of development of the quality of teaching-learning and research and university services for the reporting period from December 2022 to December 2023. It is compared with the action plan of the Service, and the contours and perspectives of the development plan in the next year are designed in the light of the challenges faced by the Service.

Among the challenges of the past reporting period should be named:

- ✓ preparation of the institution for the authorization process;
- ✓ assessment of scientific studies;
- ✓ compliance of internal university regulations with legislative changes;
- ✓ assessment of the strategic development plan and preparation of the corresponding new document, the results of which are detailed in the self-assessment report of the authorization application.

By December 2023, 208 **educational programs** (207 accredited and 1 authorized Master's degree program) operate at the LEPL-Ivane Javakhishvili Tbilisi State University, including: 63 Bachelor's, 92 Master's, 4 single-level (medical/dentist) programs, 2 integrated Bachelor's-Master's programs, 45 PhD programs, 1 teacher and 1 training program in the Georgian language. Also 15 vocational programs (7 in Tbilisi and 8 in Kutaisi location). The university also offers English-language and bilingual educational programs in English, German, French and Russian to Georgian and foreign students (a total of 31 educational programs: 12 Bachelor's, 12 Master's, 5 PhD and 2 single-level educational programs). 10 programs among the running at TSU ones are accredited by international agencies (FIBAA, ABET, ACS).

Based on various types of cooperative relations with partner universities, the University operates 11 educational programs – with Georgian (5 programs) and foreign (6 programs) higher educational institutions. 4 of these educational programs (Bachelor's educational programs: *Computer Science* (University of San Diego), *Computer*

Science (Evres University (Paris-Sacless Group), Georgian-French); Master's educational programs: *European Studies* (in cooperation with Vilnius and Vidzeme (Applied Sciences) Universities); *Fundamental Physics* (University of L'Aquila (Italy)) educational program awards a double degree, and within the framework of joint cooperation there are 7 educational programs (Master's educational programs: *European Integration and Labor Relations* (partner: Georgian-American University); *Digital Media and Innovations* (partner: Batumi Shota Rustaveli State University); *Tourism* (Georgian-French LL2 - Lumière Lyon 2); *Migration Management* (Partner: Institute of Public Affairs of Georgia); *Public Administration* (Partner: University of Administrative Sciences of Speyer (Germany); *National Security Policy in Public Administration* (Partner: Analytical Center of the Defense Institutional Building School) and PhD Program *Educational Sciences* (Partners: Batumi Shota Rustaveli State University, Kutaisi Akaki Tsereteli State University and Telavi Yakob Gogebashvili State University). Along with Bachelor's, Master's and PhD educational programs, Tbilisi State University also operates short and long-term certificate programs (97 Lifelong learning programs/courses (including 45 courses approved during the reporting period.

As a result of the process of (re)accreditation (cluster - 5 (28 educational programs and 1 special teacher training) and individual - 7 educational programs) determined by the 2023 action plan of the Service, 34 educational programs (including: 16 Bachelor's, 11 Master's, 6 PhD programs) have been (re)accredited in the University; 1 teacher training special program). 4 new educational programs (3 doctoral, 1 teacher training special) were added to the catalog of educational programs of the University. The process of (re)accreditation is an almost continuous process in the University, which helps to focus educational programs on the international requirements of teaching and research. The present processes also continued in the reporting period, although not as actively as in the last reporting period, when actually 80% of the University programs were (re)accredited. In 2023, the process of re-accreditation of university educational programs was almost completed, which was followed by both unplanned and planned monitoring processes (3 educational programs were submitted on the compatibility of the qualification framework, three-year developmental (three-year) reports - for 4 educational programs, reports prepared to fulfill the recommendations of the Accreditation Council -for 8 educational programs). The process on individual educational programs will also continue in 2024, details will be presented in this report.

During the reporting period, the main work aspects and directions of the tasks assigned to the Quality Assurance Service of the University did not change, however, at the end of the authorization reporting period, separate noteworthy directions were highlighted:

- Facilitating the renewal of the strategic development plan of the institution;
- Determination of the new maximum number of students;
- Evaluation of research quality and scientific potential in the institution;
- Inter university Internationalization; therefore support for the internationalization of the curriculum;
- Transformation of bureaucracy and central control mechanisms within the scope of increasing self-responsibility.

The involvement of both academic and administrative staff of the University in the process of implementation of the present tasks was high. What is most important, in the process of planning or implementing each issue, the contribution of the university community itself was great, which indicates the fact that in the university space in recent times, many issues of institutional development of quality culture have gained even greater importance. All this is based on the activities planned in dialogue format, built on a single team principle of the University.

Surveys conducted in different directions and specificities planned by the Quality Assurance Service within the institution were of essential importance for identifying the strengths and improving the weak points. Accordingly, during the reporting period, the following areas of survey were planned and implemented:

- Student satisfaction survey;
- Academic, invited and scientific staff satisfaction survey;

- Administrative and support staff satisfaction survey;
- Employers survey;
- Graduates survey.

In the reporting period of 2023, the involvement of the Quality Assurance Service of the University in various types of projects supported by foreign funds and international organizations continued.

The Quality Assurance Service constantly expands and supports the professional development of the Service personnel. In 2023, activities promoting professional development were shared and planned in this direction, in particular, 4 international trainings with the participation of Georgian and foreign international experts, within the framework of which new challenges of higher education and prospects for merger of the Georgian educational space were discussed.

In the reporting period, in addition to the planned activities, such as the promotion of the improvement of the quality of teaching and research at the University, external assessment (including the organization and management of individual and cluster accreditation processes, preparation for the university authorization process, international cooperation, international promotion of integration and cooperation of the University in the educational space, involvement in various international ranking systems to determine the position of the University), the institution has planned and implemented a number of activities and measures supporting its own activities, in particular, cooperation with internal and external quality actors in the study of legislative initiatives, discussion, for recommendations and support, which will be reviewed in detail in this report.

1. The Promotion of Educational Programs

25514 students with active status are enrolled in 7 Faculties of Ivane Javakhishvili State University, of which 19293 are Bachelor's degree students, 1766 – Master's, 2300 are students of one-level educational programs, 1021 are PhD students, 82 are teacher-training, 518 are integrated Bachelor's and Master's students, and 534 are students enrolled in Georgian language preparation program. 1187 foreign students study at TSU. The largest Faculty by the number of students (6289) is the Faculty of Economics and Business, followed by the Faculty of Humanities (5105), Law (3745), and Exact and Natural Sciences (3439) (other faculties: Social and Political Sciences 2638, Medicine 2477, Psychology and Education of Sciences 1821). Compared to the last reporting year, an increasing number of students was observed at the Faculties of law, Economics and Business, Humanities and Medicine. It should be noted, that the number of students has decreased in the Faculty of Social and Political Sciences.

Educational programs financed from the state budget (physics, chemistry, biology, mathematics (400)/philology, history, archeology, philosophy (400)/education (25)/Economics (400)), among them, the Faculty of Economics has a high utilization rate of funded study places, and the largest number of highly funded students is confirmed at the Faculty of Exact and Natural Sciences.

Due to the global challenges and social situation, 42% (10,746) of the university students had suspended their status, which is an increase of 14% compared to the data of the last reporting year.

It is worth noting that the international network of the University was expanded, namely, in 2023, the educational programs of the University served 1187 foreign students, among them the highest load was on the foreign language educational programs of medicine (974).

At the end of 2023, 208 educational programs at all three levels of higher education, and 31 foreign language and bilingual educational programs were operating at 7 Faculties of the University. According to the Faculties, the complete statistics are presented on the relevant website of the Quality Assurance Service of the University.

Educational programs in the University are supported in two main directions:
- ✓ Internal quality assurance;

✓ External quality assurance;

2.1 Internal Quality Assurance

Among the activities of the Quality Assurance Service of the University, special importance is attached to the issues of internal quality assurance, assessing the University holistically in several directions, namely,

- Collegial assessment of educational programs;
- Analysis of academic performance;
- Survey of students, academic and visiting staff;
- Updated format of work of educational program supporting committees within the framework of cluster accreditation;
- Student involvement in program quality assurance mechanisms;
- Adaptation of the University regulations and normative documents;

2.1.1 Collegial Assessment of Educational Programs

The mechanism of collegial assessment of educational programs developed by the Quality Assurance Service of the University, applied by the Service to a large extent in the process of (re)accreditation in 2023, uses specific tools with different goals and forms, the outcomes of which are initially discussed in the educational program support committee, and at the next stage it becomes the subject for further Discussion at the Faculty Council. In the process of cluster accreditation, the present mechanism was also applied for filing the accreditation portfolio of the educational programs included in the cluster, it was desired to present both the general basic concept of classifying the educational programs as a cluster, as well as the specificity and originality of the educational programs within the framework of one cluster.

The collegial evaluation procedure acquires special importance in the process of cluster accreditation, during which the academic staff of educational programs similar in terms of content and qualifications evaluates the program within the framework of a specific methodology and presents a joint vision for the purpose of unified evaluation of cluster group programs and their further development based on common and distinctive arguments.

The principle of collegial evaluation also proved to be productive in the process of labor market survey, implemented with the updated methodology for educational programs merged in 8 clusters presented by the Faculty of Humanities. The above-mentioned process took on an institutional character, in particular, the market survey procedure, methodology and subsequent analysis were prepared with the active involvement of PhD students and academic staff of the Faculty of Social and Political Sciences, that was preceded by the submission of questionnaires processed and edited in detail by the academic staff of the Faculty of Psychology and Educational Sciences. In the process of external evaluation, this innovation has been named by experts as one of the best practices in terms of widely establishing a quality culture in the institution.

Collegial evaluation of educational programs, in turn, strengthens the culture of quality, raises quality awareness and self-responsibility of the University community in the involvement in academic processes. In this direction, during the reporting period, the development, evaluation and accreditation of a new Bachelor's degree educational program was carried out using the already tested methodology of collegial evaluation, in particular, a new approach to the development of the educational program was implemented by the Institute of European Studies during the preparation of the Bachelor's educational program in *European Studies*, designed within the framework of the Jean-Monet project (detailed information and the report is available on the website of the

Institute for European Studies). An 8-step cycle of sessions was assigned by the initiative group of the educational program, gradually involving the program implementing academic staff of the 4 Faculties. Later, the participating Faculties of the program evaluated not only the educational program, but also its educational components. At the sessions planned by the initiative group of the program, the recommendations and advices presented to the educational program were discussed.

Both Georgian academic staff participating in the program and foreign colleagues attended the discussion of the recommendations disigned for the educational program (about 200 interested persons in total). The educational program in the last phase of its development was submitted to foreign experts for peer evaluation, whose conclusions are available at the electronic address of the Bachelor's educational program published on the website of the Institute for European studies.

The renewed activities involved in the internal assessment system supported:

- Raising awareness and culture of quality in the University space;
- on the one hand, extension the collaborative process of Quality Assurance Services of the Faculties, and on the other hand, expanding the scope of their actions, reducing bureaucracy and increasing the self-responsibility of the University community;
- Full sharing of regulations applicable in Georgian legislation by foreign partners;
- Involvement of students in the process of assessment and development of the program, as well as the active participation of the personnel and the Heads of practice facilities;
- The wide interest of the University graduates to be involved in the improvement processes designed for the program;
- A new understanding of the functions of the committee supporting the program planning, designing and development.

The procedure of internal collegial assessment is clarified in the work process and is even more established in the institution. The experience of several years has shown even more clearly the necessity of these procedures, shared by those implementing educational programs and those interested in the program. The written and approved procedure within the framework of cluster accreditation required clarification and completion regarding certain issues. The working procedure of the program committee was prepared and written in detail.

During the reporting period, assessments were planned for educational programs that:

- were in the process of (re)accreditation;
- submitted a post-(re)accreditation report on the recommendations issued and reconciled by the Accreditation Council and experts;
- needed to be modified in relation to the new qualification framework;
- submitted a three-year interim self-assessment report;

Accordingly, an internal assessment was carried out:

- for the purpose of accreditation: 5 educational programs (including: 4 - PhD, 1 - teacher special training);
- for the purpose of re-accreditation: on 5 clusters of educational programs (including: 16 – Bachelor's; 11 - Master's, 2 -PhD, total 29 educational programs);
- in order to be compatible with the qualification framework: for 3 educational programs (including: 1 – Bachelor's; 2 - PhD);
- three-year interim report: on 4 educational programs (including: 1 - Bachelor's; 1 - Master's, 2 – PhD);
- report on the recommendations of the Accreditation Council and experts: on 9 educational programs (including: 1 - bachelor's, 8 - master's);

- In 2023, 40 educational programs from these programs were subject to internal evaluation. About 400 people participated in the assessment process. Discussions were held through the electronic platform zoom. It was attended by representatives of various sections of the Faculty administration, program leaders, academic and visiting staff, students and alumni, employers and internship providers.

2.1.2 Analysis of Academic Performance

Updated accreditation standards and, accordingly, qualitatively new accreditation procedures made higher education institutions face new challenges. If up to this moment the analysis of academic performance was only a statistical data and remained only a part of the Department of Management of Learning Processes and the University Examination Center, the updated procedures of the accreditation process methodologically presented the process of analyzing academic performance, formed on the basis of the mutual agreement of several important segments:

- Map of program goals and learning outcomes;
- Curriculum map;
- Learning outcomes assessment map.

Assessment of student learning outcomes is an important cyclical process that begins immediately after the program is established and is ongoing for current programs. It is used to improve the educational program based on data analysis. Proper preparation of the aforementioned visual documents of educational program goals and learning outcomes facilitates the process of learning outcomes analysis for educational program implementers.

The learning outcomes of the educational program developed in the last period are represented as comprehensively viewed curriculum goals, that can be achieved on the basis of specific learning outcomes that take into account the requirements of the local and international market; they are observable and evaluable, which means that a specific type of task determines the attainability of a specific result. They do not combine several outcomes, but are realistic and achievable, based on the content of the educational program. They do not represent a mechanical sum of the results of the courses included in the program, which further facilitates the process of analyzing the learning outcomes.

The advances of learning outcomes in university educational programs have been facilitated by the development of sectoral characteristics prepared according to the qualification framework, which is constantly ahead of the current cluster accreditations. TSU branch experts were actively involved in the development of the above-mentioned framework documents. With their assistance, 7 sectoral characteristics of higher education were prepared, with which the educational programs designed in separate fields of Humanities, Exact and Natural Sciences and Educational Sciences at TSU (total 59 educational programs) were levelled off.

In addition, the semester analysis of learning outcomes is regularly prepared and processed by the educational program support committee, to which special attention is attributed by the program support committee. The primary data analysis is provided by the educational process regulatory system, through which it is possible to analyze the students academic performance according to individual study courses (the Gaussian deviation curve is analyzed for large seminar and lecture courses). As for the learning outcomes of the key and competence-giving academic courses of the educational program, they can be analyzed based on the analysis of the data prepared according to the learning outcomes assessment map.

In 2023, the Faculty of Exact and Natural Sciences carried out a permanent observation and comparison of the learning results of all those educational programs, which, within the framework of the interim evaluation, should prepare a corresponding report for submission to the external evaluation. At this stage, the first phase of

the direct assessment of the learning results of the program has been completed, according to which the students received a grade below the target mark in individual courses (the educational program **Physics:** *Molecular Physics, Differential Equations, Mathematical Methods of Physics*). During the reporting period, data for the 2022-2023 academic year were collected and repeated observations were made on specific academic courses.

A slightly different evaluation methodology of learning outcomes is presented at the same Faculty Bachelor's degree educational program ***Computer Sciences*** (Georgian-French), where the staff implementing the program compared the methodology developed at the University of San Diego with the methodology developed in the University regulations (the program was re-accredited in 2022). The data has been processed and at this stage the program support committee is working on data reconciliation and planning of relevant activities.

During the reporting period, the methodology for the analysis of learning outcomes was developed for those educational programs of the Faculty of Humanities, which have undergone cluster accreditation in the 2022-2023 academic year. At this stage, only one semester of academic evaluation data is collected, which is currently being processed by the Program Support Committee.

Faculties apply different methodologies and mechanisms in the process of analyzing learning outcomes, including: Gaussian curve distribution integrated in the educational process management electronic portal, observation on the introductory faculty courses, or the data of individual academic courses, in which case relevant statistical methods and the optimal quantity of students to be evaluated in the group will be taken into account.

During the reporting period, the data of the last 5 years of study outcomes of business administration educational programs of the Faculty of Economics and Business were fully prepared, based on the fact that the aforementioned educational programs are subject to the cluster reaccreditation process.

Data collection on the educational program ***Economics*** (English language course) was carried out in the 2019-2020, 2020-2021, 2021-2022 and 2022-2023 academic years, from the compulsory study courses of the I-IV semesters. The methodology of analysis was defined as the comparison of the benchmarks and actual results of each learning outcome and related academic courses. The data for the individual study course reflected the total number of students registered in the given academic course of the program and the corresponding academic performance indicators. Data on target marks achieved: performance - more than 60% of students get 61 points or more; Mostly performance - 50-59% of students get 61 points and more; Partial Performance - Less than 50% of students score 61 points or more. In general, according to the annual data obtained on the defense of Master's theses, the target marks have been achieved, namely, more than 60% of students get 61 points and more; In total, the target mark has been reached.

Similar data were processed for the cluster of business administration educational programs, in which the overall consolidated picture showed:

- Bachelor's degree educational program in Business administration: in the reporting period, out of 8 modules, the target marks were fully fulfilled in 7 modules, largely - in 4 modules, and partially - in 6 modules;
  43% of all academic courses have completely fulfilled the target standard; Mostly - 15%, and partly 42%.
- Bachelor's degree educational program in economics: in the reporting period, out of 7 modules, the target marks were fully fulfilled in 4 modules, mostly - in 1 module, and partially - in 2 modules;
  70% of all academic courses have fully met the target standard; Mostly - 10%, and partly 20%.
- Bachelor's degree education program in tourism: in the reporting period, the target marks from 2 modules were fully fulfilled in 1 module, largely - in 2 modules, and partially - in 2 modules;
  28% of all academic courses have met the target standard; mostly -22%, partially – 50%.

- Master's degree program in business administration: in the reporting period, target marks out of 8 concentrations were fully met (100%) in 3 concentrations, largely (50% or more) in 4 concentrations, and partially (49% or less) in 1 concentration;
  79% of all training courses have fully met the target standard;
- Master's degree program in economics: in the reporting period, out of 10 concentrations, the target marks were fully met in 8 concentrations, largely in 1 concentration, and partially in 1 concentration;
  88% of all training courses have fully met the target standard;
- Master's degree education program in Tourism: the target marks in study courses are fully fulfilled by 45% in 4 out of 9 study courses;
- PhD degree educational program in Business Administration: fully completed during the reporting period, more than 70% of students get more than 81 points, mostly - 50-69% get more than 81 points, partially less than 50% get more than 81 points;
- PhD degree educational program in Economics: fully completed in the reporting period, more than 70% of students get more than 81 points, mostly - 50-69% get more than 81 points, partially less than 50% get more than 81 points;
- PhD degree educational program in Tourism and Hospitality Management: full performance in the reporting period more than 70% of students get more than 81 points, mostly - 50-69% get more than 81 points, partially less than 50% get more than 81 points.

The analysis of data on the students academic performance important for the proper management of academic processes. They are also of great importance in the improvement and development of the educational program.

2.1.3 Survey of Students, Academic and Visiting Staff

Surveys of students, academic and visiting staff, employers, graduates in higher education institutions are an important mechanism for monitoring and planning further activities for the development of academic processes.

It should be noted that in 2023, the University launched a new electronic learning process management system, uni.tsu.ge, to which the data of Master's and PhD level educational programs and students, as well as survey questionnaires, have already been fully integrated.

During the reporting period, the Quality Assurance Service actively participated in the process of maintaining the electronic system for managing the educational process and adapting it to the needs of the University community. For the same purpose, the service attended the consulting and informational meetings organized by the IT department. The role of the Service in the process of holding and perfecting the format of university surveys on the mentioned platform is particularly noteworthy. Formats for uploading survey questionnaires, downloading data after the end of the survey period and viewing survey findings online were modified in cooperation with the IT department. Several functions/buttons have been added to the portal (e.g., filter by level of education, number of students registered in an educational program/course, number of registered students in percentage, etc.) that facilitate and make the acquisition easy, filter and process quantitative or qualitative data required by the quality assurance service. and processing.

In the autumn semester of 2023, a semester survey of Master's and PhD students was already conducted through the electronic system of educational process management updated by the Quality Assurance Service, and a survey of Bachelor students was conducted on lms.tsu.ge. In order to download and analyze the findings of the survey, the regulated access to the electronic system of educational process management was activated for the Quality Assurance Services of the Faculties. The findings of the students semester survey on the course and the lecturer satisfaction were analyzed separately by each Faculty. From 2024, the integration of various university

systematic and need-based questionnaires into the electronic system of educational process management will be gradually continued and implemented.

In addition to general thematic and targeted studies, separate studies, and even more if they concern the issues of internal and external quality assessment of educational programs, are prepared directly by the program committee and the Quality Assurance Services of the Faculty, that once again confirms the academic and administrative freedom in the university space, and the latter implies on the research based studies regarding the specificity of the faculty, field or direction.

During the reporting period, researches were actively carried out within the framework of external evaluation of educational programs. In addition, a new cycle of studies was planned and implemented in the preparatory phase of the authorization process. Specifically:
- ✓ Student satisfaction survey;
- ✓ Survey of academic and invited, administrative staff;
- ✓ Survey of graduates and employers as part of labor market research.

2.1.3.1 Student Satisfaction Survey

LEPL - Ivane Javakhishvili Tbilisi State University, as a student- and result-oriented higher education institution, regularly conducts a survey of the sides involved in the educational process, in the case of this document, current, active students identify their needs and implement appropriate measures, which make the educational process effective.

The purpose of the present survey is to study students attitudes, expectations and satisfaction Bachelor's, Master's, PhD, single-level, integrated and teacher training programs of Tbilisi State University, in particular, the survey aims to (a) the motivation and expectations of students enrolled in TSU, and (b) to study satisfaction with services received by students with active status.

First-year and active students of all seven Faculties of Ivane Javakhishvili Tbilisi State University, Bachelor's, Master's and PhD, single-level and integrated programs participated in the survey;
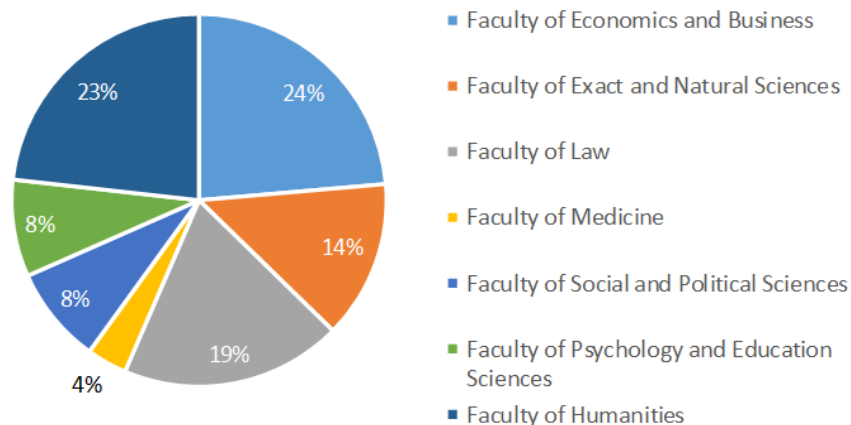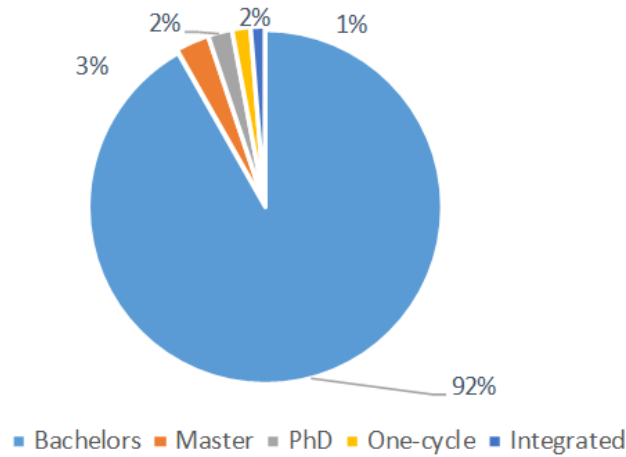
Figure N 1

Figure N 2

In the study, the activity of freshmen was particularly high. In the 2023-2024 academic year, 3,279 first-year students (response rate 46%), self-selected from 7,000 first-year students enrolled in Bachelor's, Master's, PhD, single-level and integrated programs at all seven Faculties of Tbilisi State University (response rate 46%) took part in the Survey.

The largest part of the surveyed freshmen (85.7%) completed the previous level of education at Tbilisi State University. Also, the majority of respondents (90%) stated that TSU was their first choice. For only 7% of freshmen, TSU was their second choice, and the remaining 3% indicated that TSU was their third, fourth and fifth choice.

The first-year students cite many factors as the main reason for giving preference to TSU and choosing it, however, they especially note the high quality of teaching, professional lecturers, the abundance of exchange programs and employment prospects.
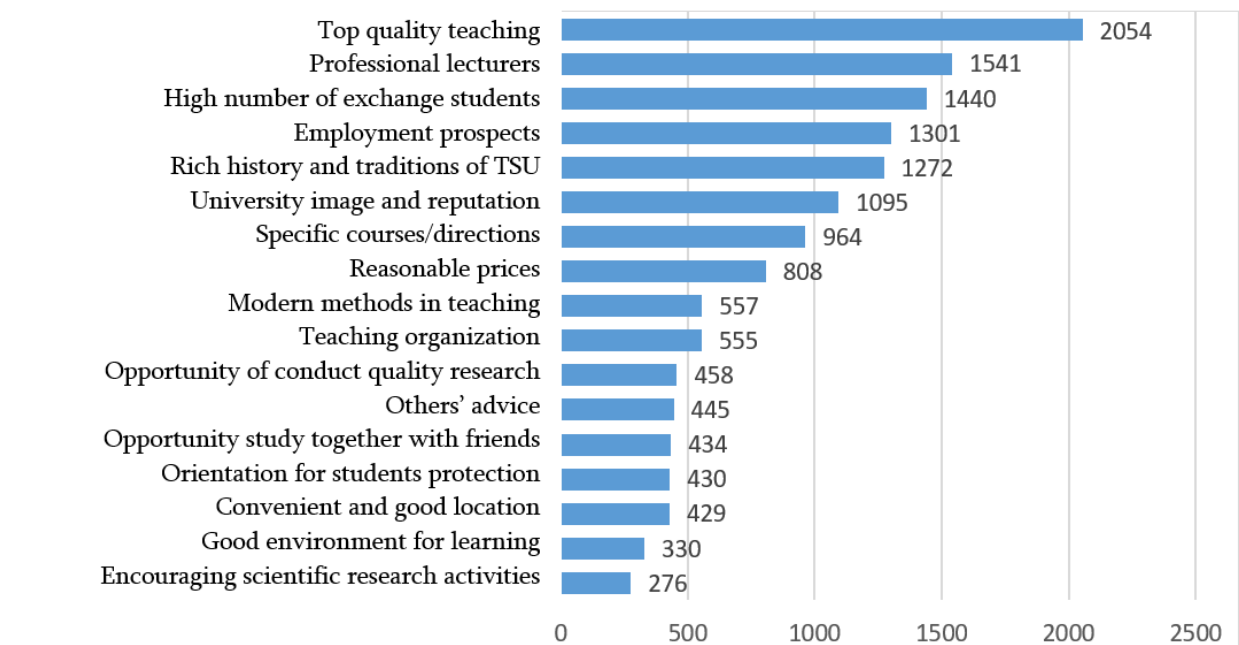
Figure N 3

Student general satisfaction

Direct and indirect indicators were used to assess the general satisfaction of the survey participants with the experience gained at Tbilisi State University.

Question	Rate (%)
Q9. In general, the results of the education received at the university correspond to my expectations	
yes	38.1
more or less	46.1
no	12
do not know, I haven't thought about it	3.8
Q15. I would advise applicants to study at TSU	
yes	67.1
no	13.8
I do not know, haven't thought about it	19.2
Q16. Plan to continue my studies	
Yes, I plan at TSU	49.8
Yes, plan at other Georgian university	3.4
Yes, plan abroad	20.5
No, I don't plan	3.4
Have not decided yet	19.5
Have not thought about it	3.3

Figure N 4

In particular, a question was asked to what extent the niversity and the knowledge/education acquired here justified their expectations. The largest part of the survey participants notes that the acquired education outcomes as a whole justified their expectations of (84.2%). Only a tenth of the respondents (12%) say that the University did not meet their expectations, and 3.8% have not thought about the issue.

As **Figure N 5** shows, respondents get information about interesting/desirable issues related to the current educational process at the University, mainly from other students, from the University website and electronic database, or via e-mail and professors. In particular, almost 2/3 (60.9%) of respondents turn to other students for information about the educational process, half (49.1%) to the University website, and a third to the electronic database/e-mail and professors (38% and 36.5%, respectively). It should be noted that the University website provides a lot of information about the educational process, although peers/other students remain the main source of information.

Figure N 5

13
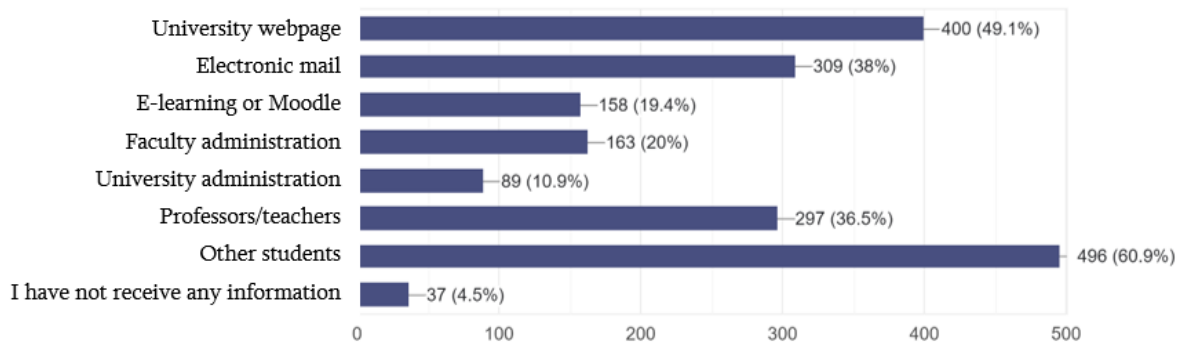
As for the information and news about interesting/desirable issues about scholarships and exchange programs in the University, the role of other students is decreasing (37.5%), but the function of the University website (48.3%) actually remains unchanged. It is interesting that a fifth of the respondents (22.7%) did not receive any information about scholarships and exchange programs.
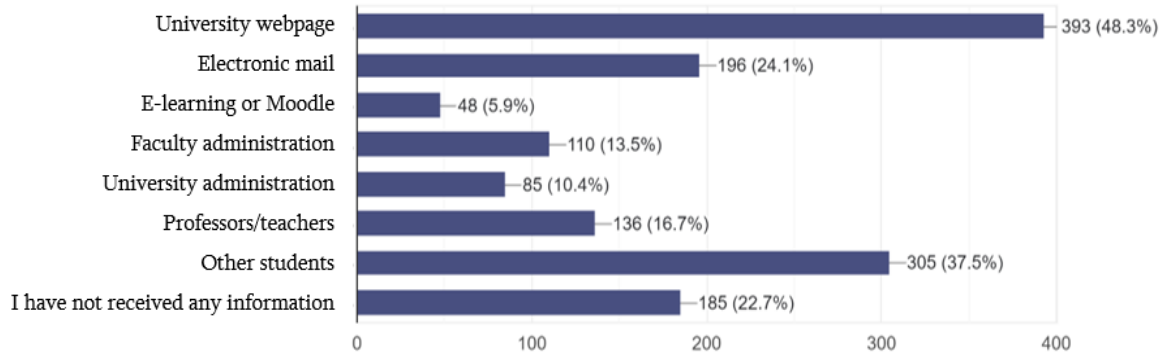
Figure N 6

Slightly more than 2/3 of the respondents (74.3%) state that the lecture schedule (table) is known to them in advance before the beginning of the semester. About 2/3 of the research participants (60.4%) believe that the most important academic courses for their specialty are given an adequate number of hours and it is necessary to increase the number of hours allocated to theoretical courses, however, half of the research participants (50.1%) see the need to increase the number of hours allocated to practical courses and only a third (32.4%) think that practical courses are scheduled in sufficient quantity.
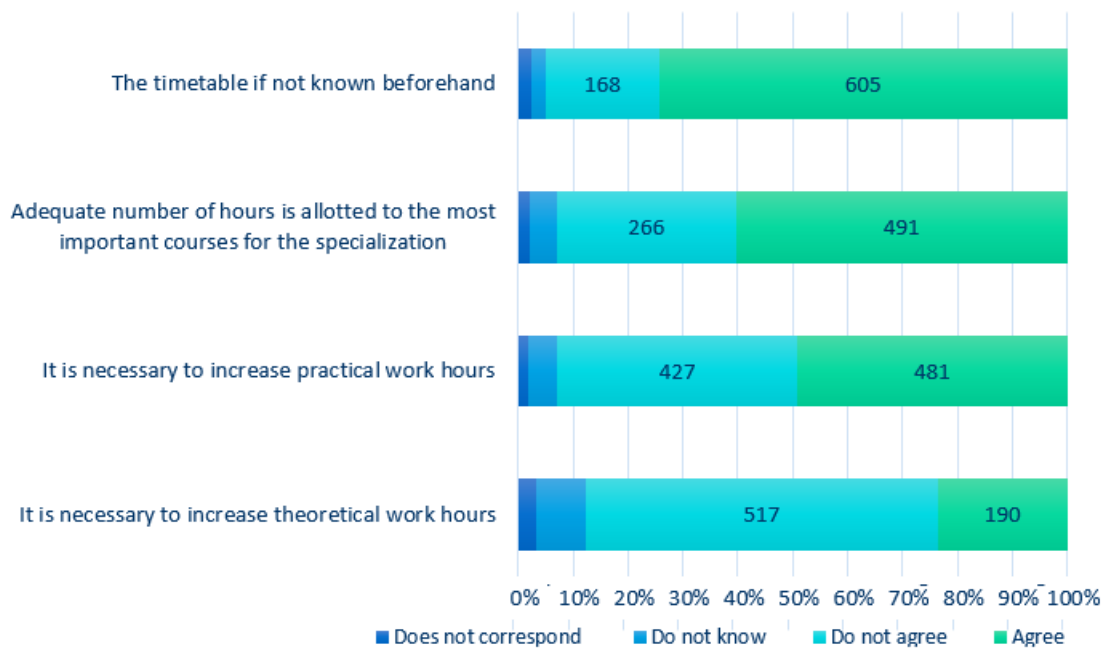
Figure N 7

According to 2/3 of the surveyed students (70.8%) the competence of the lecturers corresponds to the high quality of teaching and they are ready to consult and support the students. Regarding the teaching material, a third of the sample (34.5%) believes that the teaching material does not or does not fully correspond to the high

quality of teaching, although almost half of the respondents (47.1%) are satisfied with the reading material provided.

Figure N 8

Issues to be solved seen from the eyes of the students

The participants of the survey were asked to look back on their time at the University and say what they think is the first thing to be solved at the University. Respondents could name three answers.

After analyzing and grouping hundreds of responses, two main issues were highlighted by the students: (a) learning process and related issues and (b) infrastructur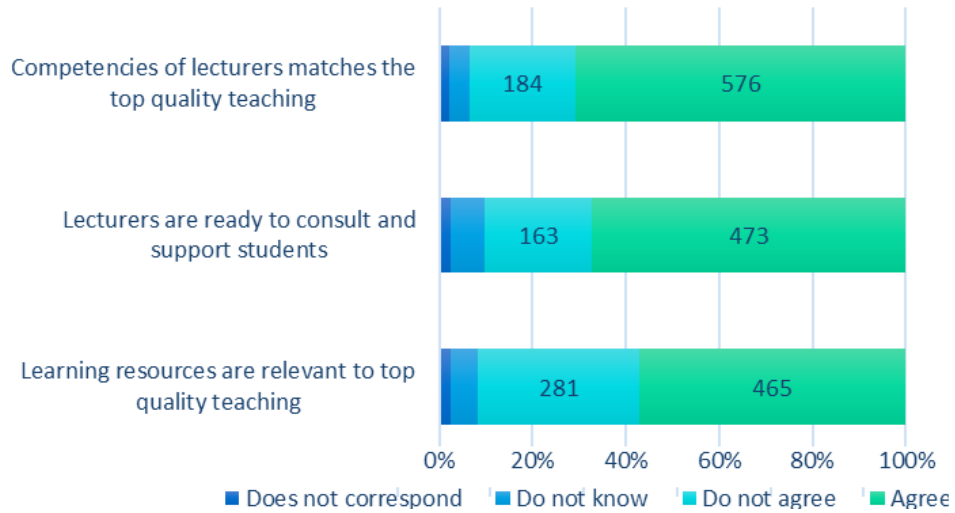e and learning environment. It should also be said that there are many respondents who do not think there is anything to be corrected or improved.

Educational process and related issues

It was expected that the students would primarily talk about issues related to the learning process. Although according to many respondents, there is not much to be changed in the system, some of them most often highlighted the need to introduce more modern teaching-learning methods, more attention to be paid to the development of practical skills useful for further employment, simplifying the functioning of the examination center and the procedure for appealing the obtained assessment. Students also talked about the need to improve the learning management system (LMS) and the course registration process.

Infrastructure and learning environment

Despite the fact that Tbilisi State University is located in several buildings and in many cases different learning environments and infrastructure can be found in different buildings, if we look at it as a whole, the answers of the students indicate the need to improve the infrastructure in general. More specifically, they emphasize the need for interior renovation in some buildings, the need for clean restrooms, and express the desire to have food machines/cafeteria and recreational areas. Also, the proper operation of the elevator in the building is essential for students located in the higher (X) building.

In addition, the respondents talk about the desire to create better conditions for research, which means better equipped scientific laboratories in some buildings, introducing more technologies (computers, Internet, projectors, microphones if needed) and using them as much as possible in the educational process.

The study also reviews the issue of student problems, who they turned to, or why students did not turn to them in order to solve a particular problem. It should be noted that according to the majority of the surveyed students

(85.1%), the issue for which they turned to the relevant service or person was fully or partially resolved, and only 14/9% were unable to resolve the problem.

General satisfaction of PhD students

Direct and indirect indicators were used to assess the overall satisfaction of PhD students with the experience gained at Tbilisi State University.

In particular, the question was about how much the University and the knowledge/education acquired here met their expectations as a whole. They note that the acquired knowledge outcomes as a whole justified the expectations of the largest part of the research participants (93.6%). 6.5% of the respondents have not thought about this issue. It is worth noting that none of the PhD students participating in the survey were disappointed during their studies at TSU.

Indirect indicator would refer to the recommendation of admission of entrants to Tbilisi State University and the existence of plans related to studying at TSU. As it shows, almost all PhD students participating in the survey (83.9%) advised applicants to continue their studies at TSU, while a third of respondents plan to continue their studies at TSU and do not intend to transfer to another university. It should be noted that none of the respondents plans to continue their studies in another higher education institution of Georgia.

Question	IResults
Q9. Overall, the results of the education obtained at TSU meet my expectations	
Yes	38.1
More or less	46.1
No	12
I have not thought about this	3.8
Q15. I would advise prospective students to enter TSU	
Yes	67.1
No	13.8
I have not thought about this	19.2

Figure N 9

2.1.3.2 Staff Satisfaction Survey

LEPL - Ivane Javakhishvili Tbilisi State University regularly surveys the sides involved in the academic process, in the case of the present document, the University personnel survey identifies their needs and implementation of appropriate measures, for performing the educational process efficiently.

The purpose of thissurvey was to collect and analyze information about the experiences and opinions of (a) academic, visiting and scientific and (b) administrative and support staff of Tbilisi State University.

Academic, visiting and scientific personnel

Academic, visiting and scientific personnel of all seven Faculties of Ivane Javakhishvili Tbilisi State University participated in the survey.

Figure N 10

In whole, 859 members of academic, visiting and scientific personnel participated in the survey.
The majority of respondents believe that the University provides an opportunity for professional realization and development.
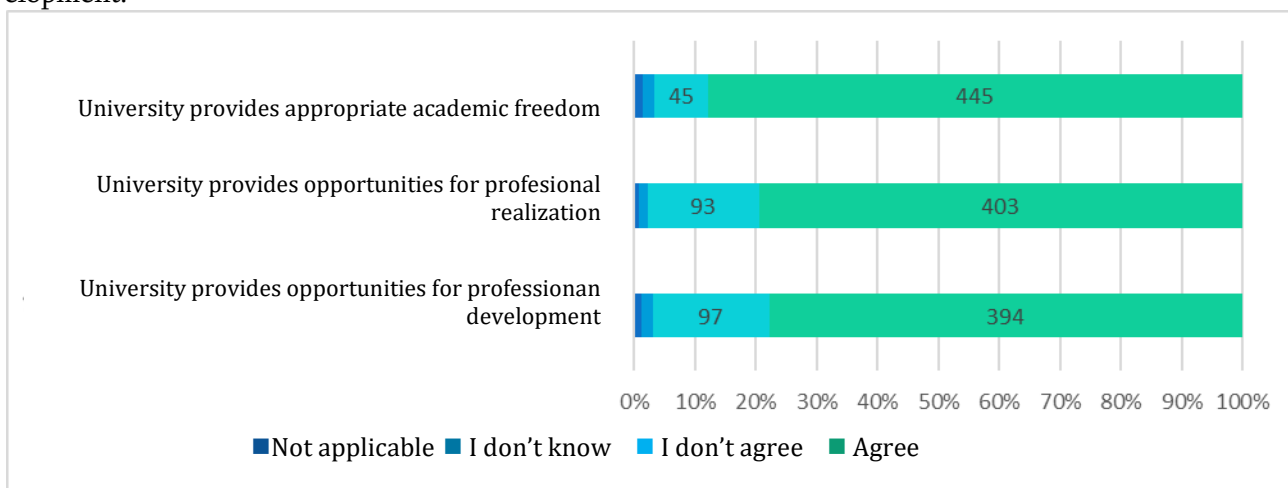

Figure N 11

As for the working environment, 2/3 of the respondents (75.1%) believe that a comfortable, cooperation-centered social environment has been provided at the University, and by working at the University, they feel themselves like a members of a team of professionals (82.4%).
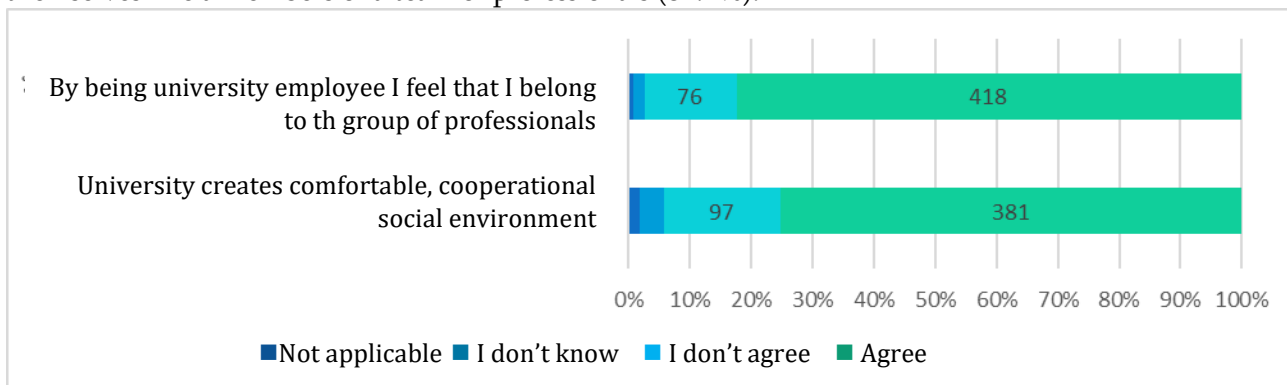
Figure N 12

We were interested in how the academic, visiting and scientific personnel see involvement of the University in the projects supporting scientific-research activities. The findings are presented in a figure.
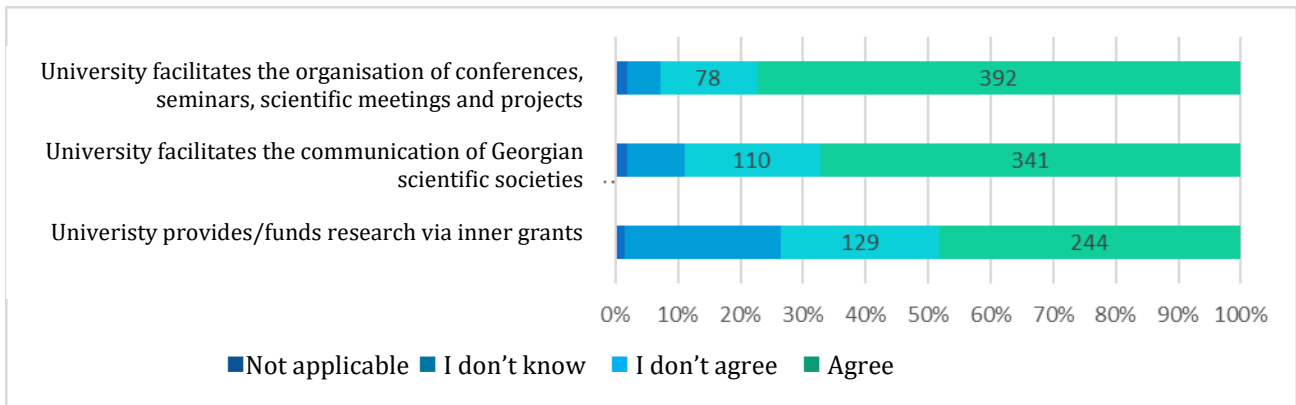
Figure N 13

Another question answered by the participants of the survey was related to whether, if desired, to what extent they are allowed to be involved in the process of university management, whether it is the planning of educational and research process or the development of legislative initiatives, etc.

According to more than half of the survey participants, the University's infrastructure (auditoriums, laboratories, libraries, etc.) and technical equipment are adequate for the proper conduct of the teaching-learning process and scientific research (56.8% and 56.4%, respectively).

Regarding the availability of the latest scientific literature, scientific periodicals, textbooks and scientific electronic resources at the University, according to the data, 2/3 of the respondents (71.6%) have access to these resources, 20.9% do not, and 6.5% are not informed about the availability of named resources.

In fact, the votes were evenly divided when the question was asked whether they care (42.9%) or not (45.1%) about improving the university's salary policy, although a large number of survey participants believe that the current salary policy of the University needs to be improved.
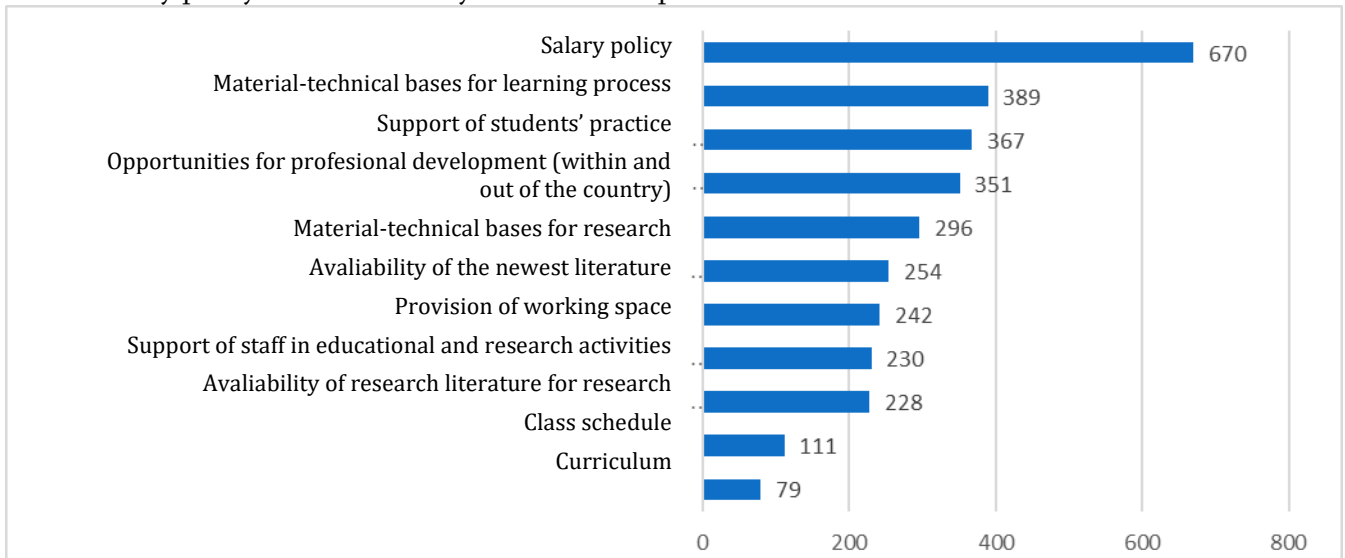
Figure N 14

General satisfaction and areas for improvement

The largest part of the academic, visiting and scientific staff participating in the survey, in general, are satisfied with the experience of working at the University (67.8% completely and 27.3% more or less, respectively). Only 4% of employees are dissatisfied, and 6 people have not thought about this issue at all.

36, 4%

235, 27%

583, 68%

- Satisfied
- More-or-less satisfied
- Not satistied
- I don't know
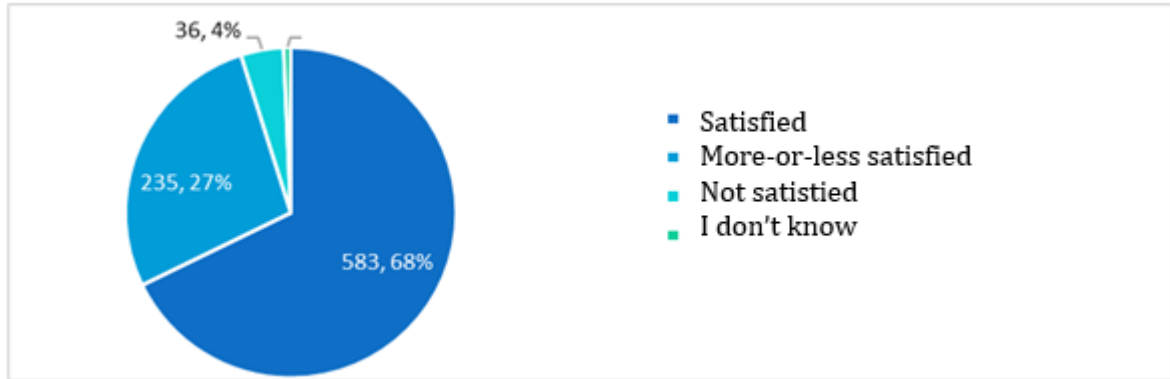
Figure N 15

Despite the general satisfaction of the majority, the survey participants talked about issues for improvement. As figure N14 shows, the largest part of the respondents (77.8%) believes that the University salary policy needs to be reviewed and improved. In addition, according to more than a third of the respondents, the concern is the material-technical resources for the academic process (45.2%) and professional development opportunities for both students in the form of internships (42.7%), and for academic, visiting and scientific staff (40.8%).

Support and administrative staff

The administrative and support staff of the central administration of Tbilisi State University and all seven Faculties, a total of 416 people, participated in this part of the survey.

The majority of the administrative and support staff participating in the survey are overall satisfied with their work experience at the University (65.8% completely and 29.4% more or less, respectively). Only 2.9% of employees are dissatisfied, and 8 people have not thought about this issue at all.

12, 3%

122, 30%

274, 66%

- Satisfied
- More-or-less satisfied
- Not satistied
- I don't know
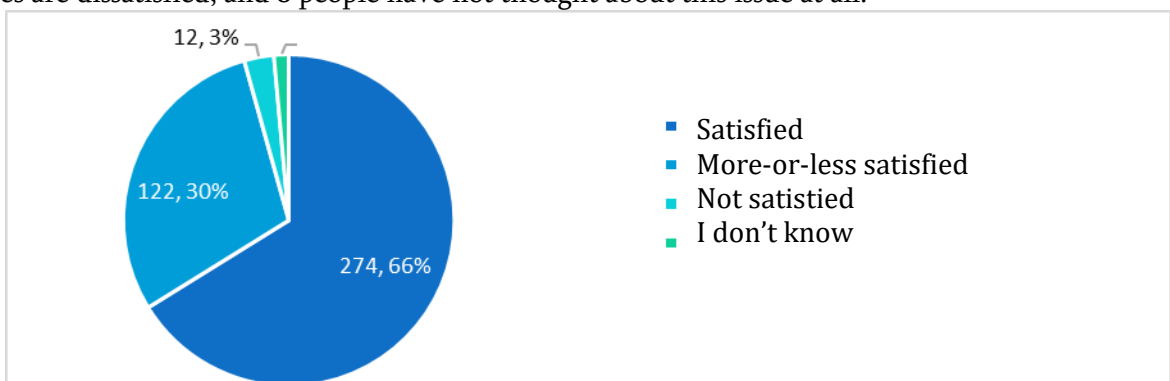
Figure N 16

First of all, we were interested how much the administrative and support staff are familiar with the mission and strategic development plan of the university, which is published on the University website. As Figure N17 shows, most of the administrative and support staff are familiar with the mission, vision and strategic development plan university, some of whom have been themselves involved in its development. Only 10% of respondents are not familiar with the mentioned documents.
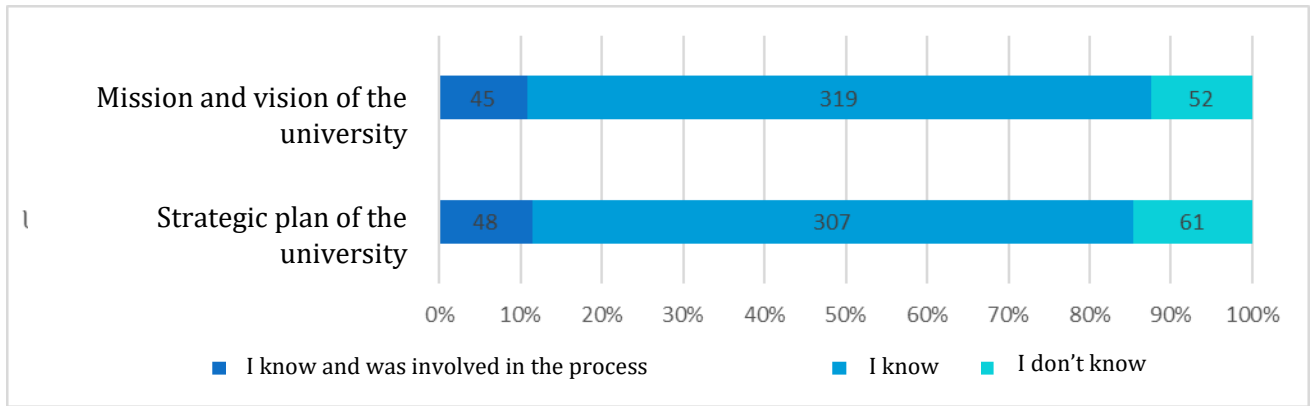
Figure N 17

As for the decisions taken by the University administration, according to more than 2/3 of the respondents, the administration makes timely decisions related to organizational and academic/scientific activities (72.3% and 74.9%, respectively).

Professional development and realization

The majority of respondents believe that the University provides an opportunity for professional development (75.2%), although the number of those who are given the opportunity for professional realization at the Universityn is much smaller (40.3%). Almost half of the respondents (48.2%) state that they do not have the opportunity, and 9.4% have not thought about this issue.

Figure N 18

20
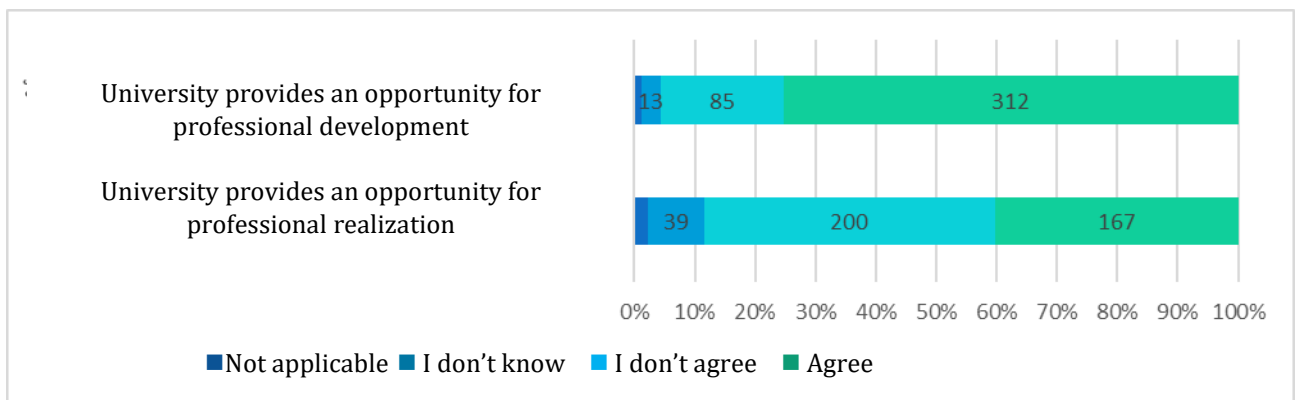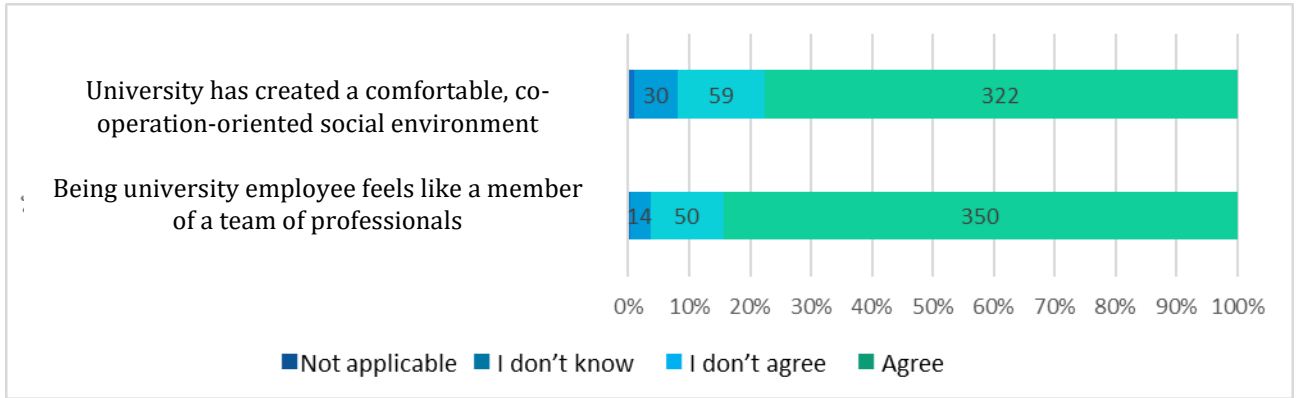
Figure N 19

As for the working environment, 2/3 of the respondents (77.6%) believe that a comfortable, cooperation-oriented social environment has been created at the University and while working at the university they feel themselves as the members of a team of professionals.

As for the priority activities for the development of competencies needed for teaching, a third of the respondents (33.7%) named the measures offered by the Center for Lifelong Learning. More respondents give preference to seminars and workshops with foreign experts invited by the University and sharing experience with colleagues.

While the votes of academic, visiting and research staff were in fact evenly split (see above), we got a different picture for administrative and support staff when we asked respondents whether they care (51.3%) or not (36.1%) about improving the salary policy of the Uuniversity.

It should be noted here that despite such a picture, a large part of the survey participants still believe that the current salary policy at the University needs to be improved. As one of the respondents points out:

We have a different picture when it came to taking care of the social welfare of the employees, for example health insurance, on the part of the University. A large proportion of respondents (74.7%) believe that the University cares for the social welfare of its employees, and a relatively small proportion (21.5%) do not think so. A large part of the participants (77.1%) is provided with a personal work space, and as for the conditions necessary for conducting individual consultations with students, according to the majority of respondents (72.2%), these conditions are created in the University, only 10.8% do not think so, and 16.4% are not informed about existence/absence of the mentioned conditions.
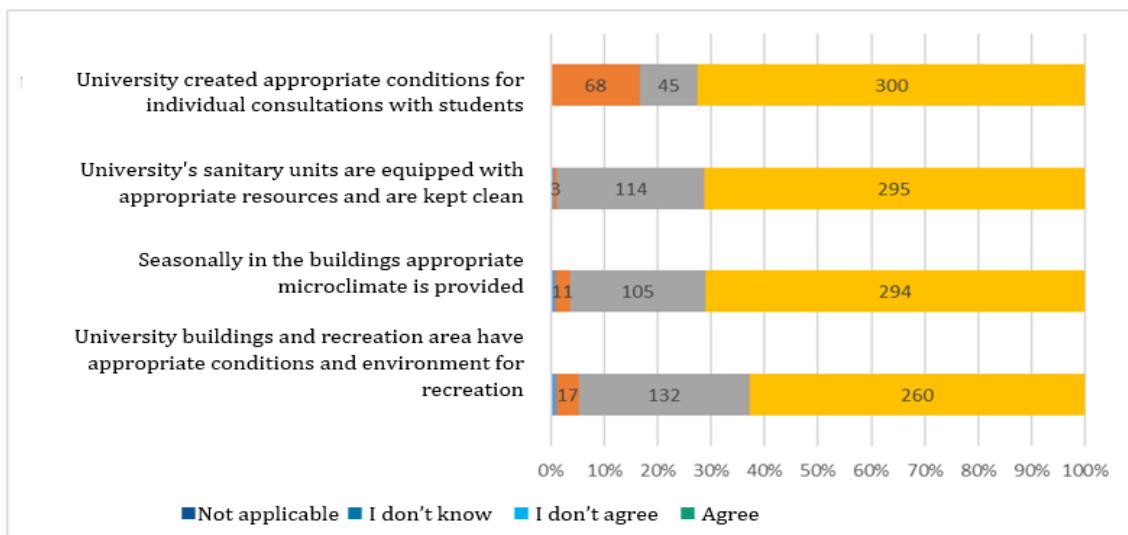
Figure N 20

The majority of the administrative and support staff participating in the survey are, overall, satisfied with their work experience at the University (65.8% completely and 29.4% more or less, respectively). Only 2.9% of employees are dissatisfied, and 8 people have not thought about this issue at all.

According to the findings, the issues to be improved are as follows:

| Category	Value
Salary policy	348
Foodcourts	253
Provision of material-technical bases	204
Opportunities for professional development	171
Organizational culture and relationships	117
Staff support in everyday matters	108
Provision with working space	103
Communication between administrative units	102
Recreational spaces	72
Various others	14
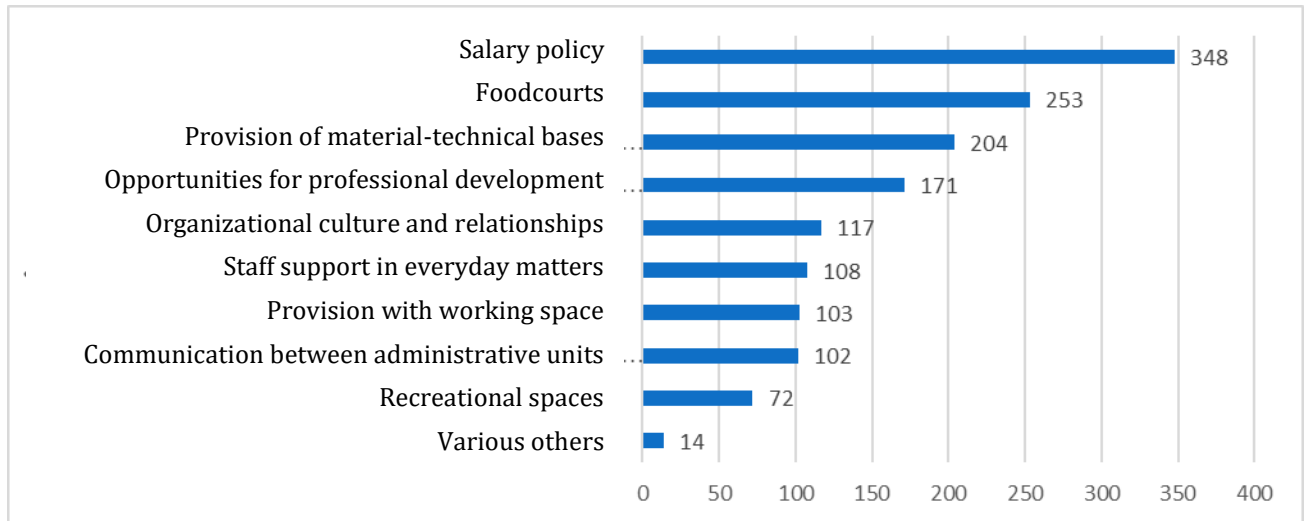
Figure N 21

2.1.3.3 Labor/Employment Market Survey

The goal of the survey was to analyze the demand and labor market for graduates of Ivane Javakhishvili Tbilisi State University, the largest higher educational institution of Georgia.

To achieve this goal, the research was conducted in two phases. In the first stage, the results of surveys of labor market, employers and graduates conducted within the framework of all TSU faculties and various programs in 2019-2023 were collected and analyzed. For this, secondary data analysis and content analysis were used. In the second phase of the survey, an extensive online survey of employers and graduates was conducted. 36 employers and 1517 graduates participated in the survey.

Based on the analysis of the aggregate findings of labour market survey conducted by different faculties of TSU, three important competencies in demand were differentiated in the labor market of the country: field-specific theoretical knowledge, research skills and transferable skills.

The data analysis revealed that according to the current employers, the strength of TSU graduates is the field-specific theoretical knowledge. This notion implies knowledge of the subject matter, concepts, models, trends, fundamental theories and approaches of the main areas of the relevant discipline. The results were comparable across faculties, specialities and levels of study. As for the research skills, current and potential employers are generally satisfied with the research competences of TSU graduates. This paper defines it as the acquisition, collection, organisation, analysis, interpretation and presentation of a variety of primary and secondary data in written/verbal form. Moreover, in identifying the strengths of the graduates, collection, analysis and interpretation of complex data was indicated in all cases. Irrespective of the competitive advantage of TSU graduates in the research component, analysis of the aggregated data reveals that one in three employers

supports the initiative to strengthen the teaching of this component. From this point of view, the need to expand the knowledge of the following issues was identified predominantly among graduates of Master's and Doctoral programs, irrespective of faculties and specialities. These issues include: awareness of procedures and the steps involved in data collection and analysis; comprehension of the methodological foundations of various sciences, differences between the methods, the reasoning behind their application; skills to make independent decisions in the course of conducting research and related processes.

Furthermore, a number of significant findings were derived from the data collected during the second phase of the survey. First of all, current employers are satisfied with the field-specific knowledge and general level of competence of TSU graduates. More than two-thirds of them claim that TSU graduates have all or most of the skills required to perform labour tasks. They also note that they would recommend TSU graduates to their colleagues.
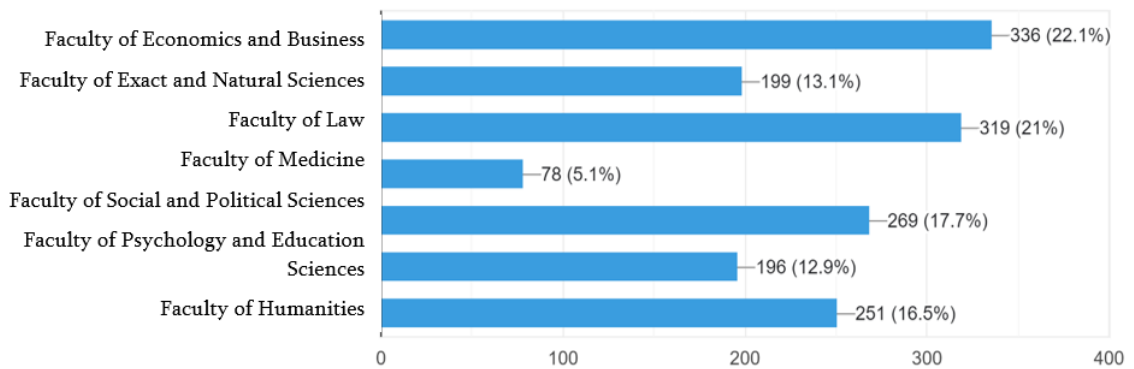
Figure N 22

As for the survey findings, it involved self-selected participants (1517 respondents in total) from all seven Faculties of TSU at all levels of education.
42% of participants of the survey represent private sector, 28% - public, 23% - non-governmental, 7 % represented international organizations.
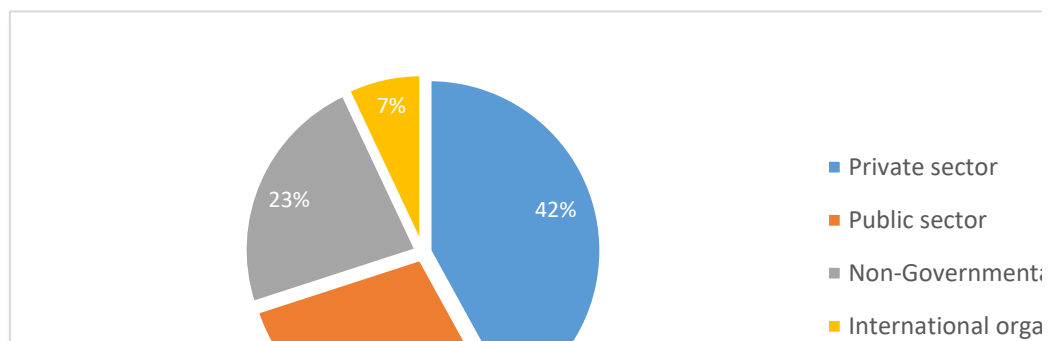
Figure N 23

The Survey revealed, that current employers are satisfied with the professional/sectoral knowledge of the graduates from Ivane Javakhishvili Tbilisi State University, 88% of respondents positively evaluate the knowledge of graduates. As for adaptability and flexibility in the performance of work tasks, 51% of respondents

23

state that they are mostly satisfied with this ability of graduates, while 21% fully confirm the existence of this ability among the graduates.

Surveyed employers positively evaluate the level of general skills of a graduate from TSU in relation to the general level of skills of graduates from similar/competing/same profile universities. It is true that, according to 31% of respondents, the level of general training of graduates does not differ by university, however, according to 24% of respondents, the level of preparation of TSU graduates is higher than the level of preparation of graduates from other higher education institutions, and according to 26%, it is more or less high. Here must be mentioned that there was no negative respond from the surveyed employers.

The findings on the question, to what extent the TSU graduates has developed various skills are distributed as following:
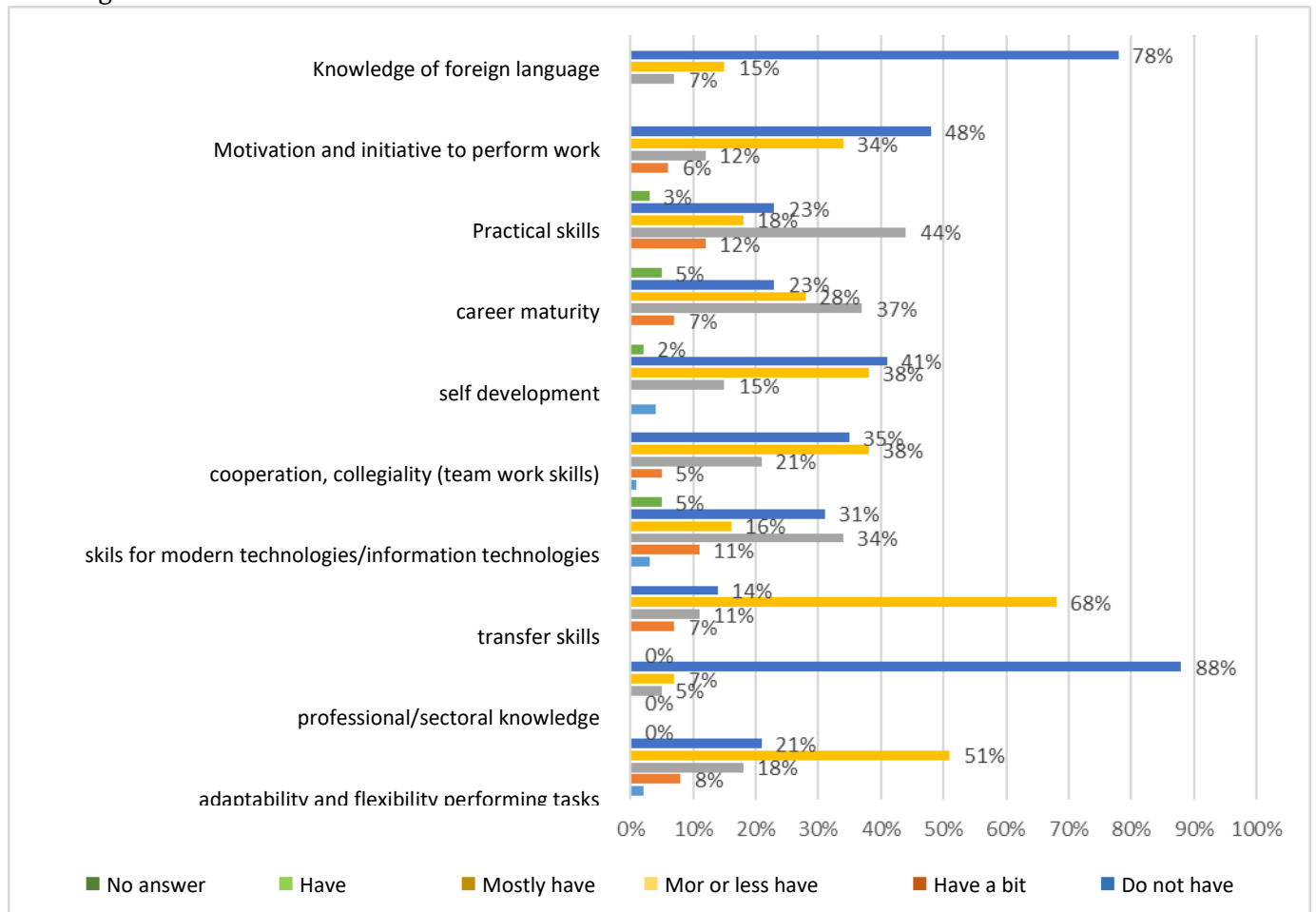
Figure N 24

As for the shortcomings, some of the employers mentioned that the insufficiently developed ability to use information technologies can be named as weakness of the graduates. 88% of graduates surveyed are employed, and 73% say they are working in the field of their qualification, which includes employment with one of the

24

qualifications obtained during the respondent's bachelor's, master's, doctorate, single-level, integrated or teacher training program
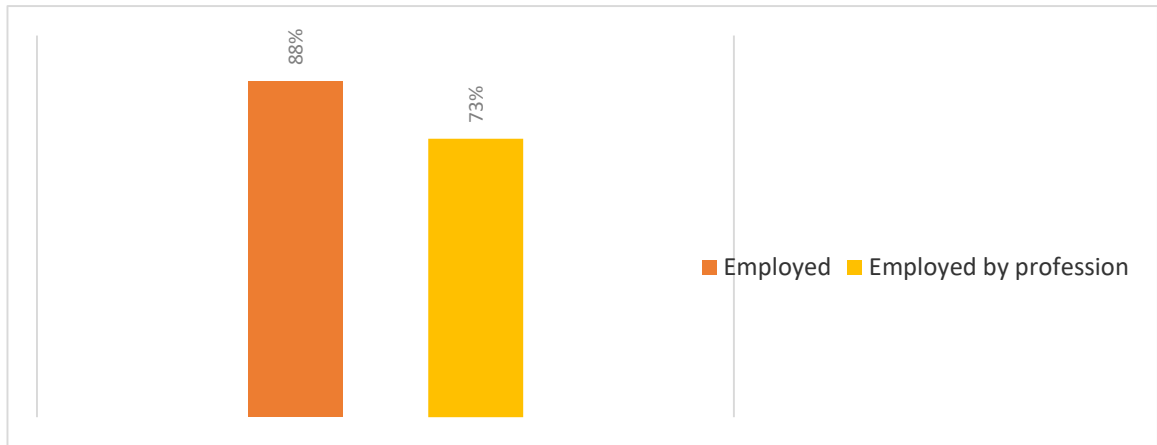
Figure N 25

Here should also be mentioned, that lack of knowledge or undemanding profession in the labor market are hardly mentioned as factors of unemployment.
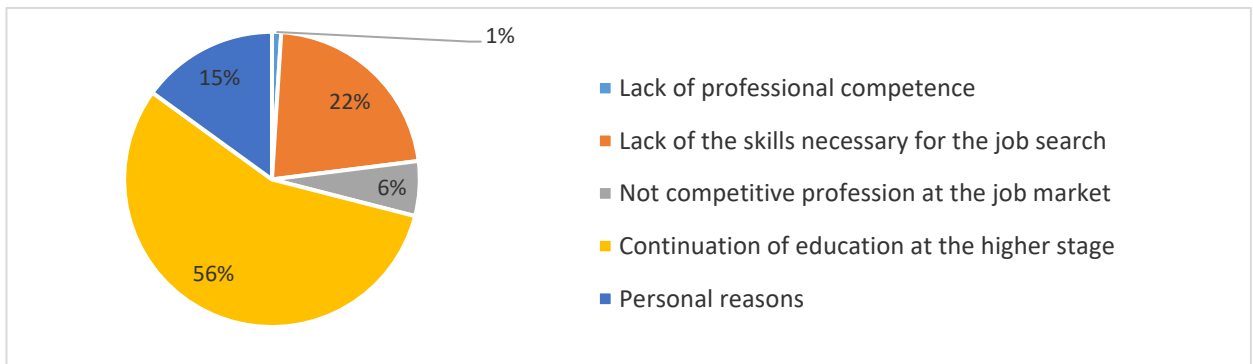
Figure N 26

One of the goals of the survey was to find out what expectations the graduates had before entering Ivane Javakhishvili Tbilisi State University and how successful they were. The expectation of almost 60% of the surveyed graduates was to obtain high-level professional knowledge. Also, most felt that it would create a good foundation for future professional development. In addition, there was an expectation that the teaching learning-process would be interesting. As for the fulfillment of expectations almost half of the respondents were completely or mostly (33% and 22%, respectively) lucky, and only 5% of the respondents indicated that the expectations were not successful.
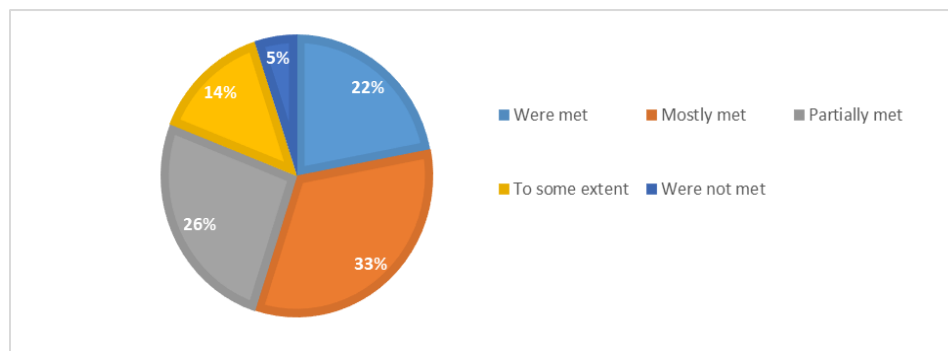
Figure N 27

General recommendations

The findings of the conducted labor market survey form the basis for offering several main recommendations. Consideration and effective implementation of the given recommendations will be an adequate and effective response to the demands of the labor market, the challenges of employers and the concerns of graduates.

These recommendations are divided into three main groups:

1. Policy transformation of TSU support services;
2. Improvement of teaching of transferable competences;
3. Strengthening research competence.

2.1.3.4. Survey on the Needs of Students with Disabilities

In order to access learning materials, improve and better adapt the inclusive learning environment, on November 17, 2022, a special commission was created by the order of the Rector of the University (order N346/01-01, "for improving the inclusive learning environment at LEPL –Ivane Javakhishvili Tbilisi State University and the necessary additional polices in this direction on the approval of the Commission for the purpose of determination"), which will study the needs, challenges and university infrastructure, policies and intra-university regulatory documents of students with disabilities and special needs in relation to them. In the reporting period, in order to improve the inclusive educational environment, the needs of people with disabilities and special needs were continuously determined and evaluated. In 2023, the commission held several working meetings, within the framework of which the challenges of the institution were studied and discussed, both in the direction of maintaining material and digital infrastructure, and increasing access to educational resources. The Commission has conducted a targeted survey of students with disabilities to identify the challenges they face. Work is currently underway to modify university regulations and improve the quality of independence of students with disabilities.

It should be noted that since 2014, a scientific-research structural unit - the Center for the Study of Issues of Persons with Disabilities has been operating in TSU, which, within the scope of its competence, implements grant and research projects for the purpose of studying the needs of persons with disabilities. On the initiative of the same center, within the framework of the CISI project, at the Faculty of Psychology and Educational Sciences of TSU, a project funded by the Erasmus + program was implemented - "Curriculum Innovation for Social Inclusion (CISI)" 609736 - EPP - 1-2019-GE -EPPKA2-CBHE-JP (2019-1938/ 001-001, grant N1937). Within the framework of the project, in 2021-2023, trainings were held for TSU administrative, academic and visiting staff with representatives of the University of Warsaw (Poland) and Palacky University in Olomouc

(Czech Republic) on the issues of working with students with various disabilities. Representatives of both central and faculty quality services actively attended the trainings.

The training covered the following topics:

- Increasing access to the learning process for people with visual impairments;
- Communication and relationship ethics with people with visual impairment;
- Challenges of inclusion in society;
- Curriculum accommodation and modification for students with intellectual disabilities;
- Assessment of students with intellectual developmental disabilities for intervention.

Within the framework of the same project, in 2023, 10 training courses were disigned, which were integrated within the framework of the Bachelor of Psychology, Bachelor of Sociology and Integrated Bachelor-Master educational programs for elementary level teacher training. Also, educational literature and textbooks were developed, which were printed by the printing house of TSU.

In June 29-30, 2023, the first national conference "Inclusive education in Georgia - achievements, challenges and perspectives" was held within the framework of the project. With the support of foreign partners and the auspices of Tbilisi State University, the conference will be held every year, in the last week of June.

In 2023, under the coordination of the Quality Assurance Service, the University participated in the survey carried out by NNLE-Educational Policy and Research Association (EPRA), commissioned by the Ministry of Education and Science of Georgia. The research was conducted within the framework of the program "Promotion of Inclusive Education" in 10 higher educational institutions of Georgia. The purpose of the survey was to determine the difficulties and barriers faced by young people with educational needs (SEN) and disabled people (PWD) on the way to higher education. The target group of the research was students, disabled students, academic, visiting and administrative staff.

2.1.4 On the Updated Format of Work of Educational Program Development Committees

Within the framework of cluster accreditation, the process of design and developing educational programs and, accordingly, the procedures have changed to some extent. Observation on educational programs is carried out at any stage of development of educational programs. In the case of a cluster group, the classification scheme is arranged hierarchically according to the following principle:

- Educational programs of various levels in a particular field;
- A group of educational programs in a specific field.

The changes in the educational program should be reflected in the curriculum in a timely manner, and each change should be linked to the corresponding component of the next-level educational program, so that it should become visible that the competences of the constituent components of the next-level educational program are enhanced at the next stage, and not duplicated. Based on this condition, more attention was paid to the analytical processes and, accordingly, to the actual material formed as a result of the analysis, in the working process of the committees supporting educational programs, based on the conditions of cluster accreditation. The educational program support committees were enlarged and their activity covered the educational programs of all levels in the field/sector.

The Quality Assurance Service of the University, with the involvement of the quality assurance services of the Faculties, got acquainted with the results of cluster accreditation, analyzed the work of the program supporting committees, which was mentioned in the expert conclusions of the accredited educational programs in the last
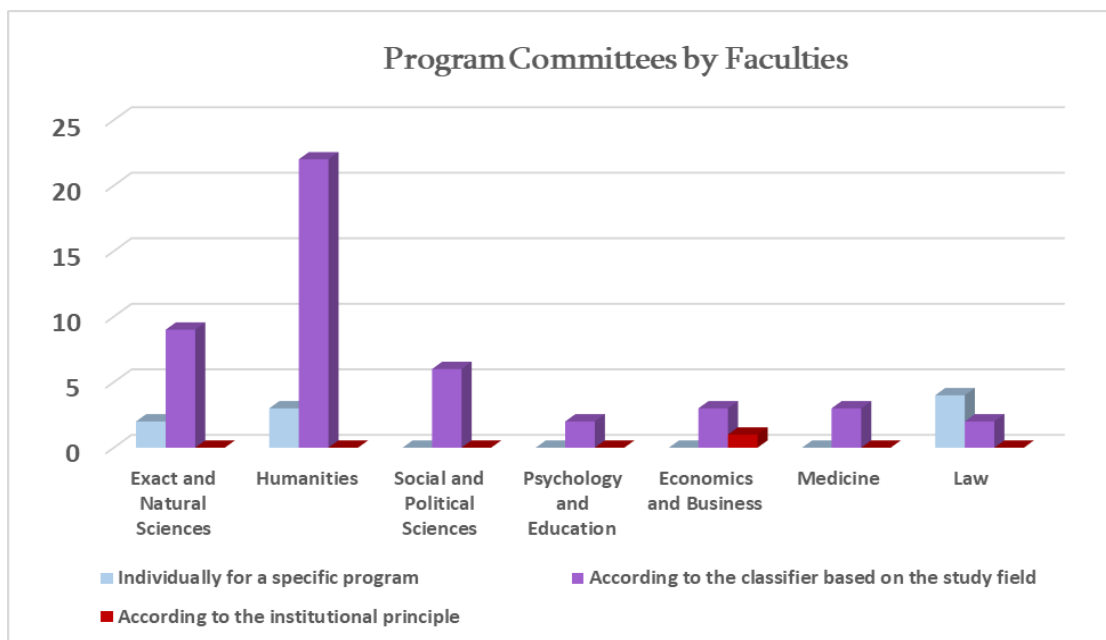
period as one of the best practices for raising the culture of quality in the institution and sharing it as much as possible. At present the Service is preparing an updated version of the committee procedure

Initially, each educational program at TSU had its own educational program support committee. During the reporting period, based on the actual situation and the new requirements for external evaluation of educational programs, a specific methodology for the formation of the educational program support committee was developed, which is directly related to the specifics of the faculty and fields. Therefore, several principles of establishing educational programs in the University apply at this stage:

- individually for a specific program;
- according to the cluster of fields of study;
- Following the institutional principle.

This change and the diversity of fields in the process of forming program committees showed the advantage of clusters of fields of study and/or committees formed on the institutional principle, which allowed the program implementers to see the weaknesses and strengths of the curricula grouped within the committee in the process of developing educational programs, to clearly perceive the links between different levels of education in one field. Emphasis of inter-field (interdisciplinary) training and research processes were correctly defined between the programs. As for the individually formed educational program support committees, their number is not large and is created in the event that the program is being initiated for the first time or the educational program does not see a specific link with other educational programs within the University, neither in the field nor on a legal basis, it does not represent a joint or double degree program with specific reservations and conditions. Accordingly, at present 57 program committees are functioning at 7 Faculties of the University (Faculty of Exact and Natural Sciences – 11, Faculty of Humanities – 25, Faculty of Economics and Business – 4, Faculty of Medicine -3, Faculty of Law -6, Faculty of Psychology and Educational Sciences - 2, Faculty of Social and Political sciences -6) among them 9 individual (Faculty of Exact and Natural Sciences – 2, Faculty of Humanities – 3, Faculty of Law - 4), 47 of learning field classificatory (faculty of Exact and Natural Sciences – 9, Faculty of Humanities – 22, Faculty of Economics and Business -3, Faculty of Medicine – 3, Faculty of Law -2, Faculty of Psychology and Educational Sciences -2, Faculty of Social and Political sciences -6) and 1(International School of Economics -ISET) corresponding to institutional principles.

The educational program support committee is actually a body that constantly takes care of the development of the educational program(s), thus creating a program portfolio in dynamics, from which the program management is allowed to study and analyze individual data at any stage, on the basis of which it is possible to start any type of self-evaluation process. The composition of the committee is multi-profile, which means that its activities cover all accreditation standards and lead the cycle: program committee - educational program portfolio - self-evaluation group - self-evaluation portfolio.

Program Committees by Faculties

Legend:
- Individually for a specific program
- According to the classifier based on the study field
- According to the institutional principle

Figure N 28

The process of creating, updating and developing the educational program is directly managed by the academic staff of the relevant direction / field / sub-field, the process is coordinated by the (potential) head(s) / coordinator of the educational program. The working version of the program will be submitted to the committee for consideration by the program head/coordinator. The reasoned comments and position of the committee members are reflected in the working version of the syllabus of the program and academic courses. The educational program committee meets at least twice. Minutes of each meeting of the committee are kept in the Quality Assurance Service of the Faculty (in a separate educational program portfolio). The program agreed with the academic staff within the framework of the program committee is submitted for review to the Quality Assurance Service of the Faculty, which determines the compliance of the program with the accreditation standards of the higher education program and in accordance with the Provisions in force at the University. In the case of finding gaps in the program description and syllabi, the educational program with relevant attachments is returned to the program support committee for revision. The final version of the reviewed educational programs is subject to a public review at the University as needed, in which the Quality Assurance Services of the Faculties and education and field experts employed by the University participate. The opinions expressed during the review process, serving the improvement of the educational program, are subsequently reflected in the programs. Changes to the educational programs are reviewed by the program committee, and the final package of the program is submitted by the quality assurance service of the faculty to the faculty council for approval, and the program approved by the faculty council is handed to the quality assurance service of TSU, submitting the educational program to the academic council for review and approval.

In each phase defined during the educational program, the program support committee takes into account the labor market requirements and the findings of the surveys when making any decisions. The concept of labor market survey, which can be updated depending on the need, includes both the specific conditions arising from the cluster accreditation requirements and other important survey issues.In the research process, the following are defined: research methodology; research goals and objectives (for both employer organizations and graduate student surveys); research tools; selection design (for surveys of employing organizations and graduates); Data processing software. In the case of individual clusters, the survey team prepares a focus group discussion plan in

advance. Related questionnaires are attached to the concept. In the reporting period, in accordance with the present concept, a consolidated survey of the market of 9 clusters (total of 54 educational programs) was prepared. However, the team of researchers of the institution has a long experience in the direction of individual research of the labor market of educational programs. Accordingly, the Quality Assurance Service of the University reworked the action procedures of the educational program committee, the document developed at the current stage is processed at the faculty level before review. Subsequently, the updated regulation will replace Annex 3 in the University Provisions on the procedure for planning and developing, evaluating and developing educational programs (Resolution N: 100/2019, updated on February 24, 2020, see Academic Council Resolution N16).

2.1.5 For the Study, Commenting and Review of Normative Documents

Current innovations in the Georgian educational space are directly reflected in the University regulations. The Quality Assurance Service of the University plays an important role in the review and establishment of current changes in the education system of the country with the active involvement. The Service constantly participates in the discussion of the announced innovations and the implementation of pilot projects with the support of university sectoral experts, shares and introduces new directions, researches and innovative methods in the university and academic spaces of the country and from the European educational space, which is facilitated by the active cooperation of quality assurance with the Ministry of Education and Science of Georgia and LEPL - National Center for Quality Development of Education.

In 2023, the quality service actively cooperated in the process of studying updated normative documents proposed by external actors. The present materials were studied and discussed within the framework of the Service, and separate recommendations were prepared accordingly, most of which were taken into account by the partner institution.

The Quality Assurance Service of the University reviewed and commented, as well as participated in the discussions:

- In 2023, the sectoral characteristics developed by the sectoral councils of LEPL -National Center for the Development of the Quality of Education;
- Edited draft of the framework document for the evaluation of PhD degree academic programs;
- Prepared action plan for the purpose of bringing the educational program of the graduated physician into compliance with the updated characteristics;
- 2021-2025 strategy and 2024 action plan of LEPL- National Center for the Development of the Quality of Education.

With the high activity, involvement and leadership of the academic staff of the University, the sectoral characteristics of higher education for the following areas were prepared and work continues at this stage:

- Literary studies;
- Lexicography;
- Tanslation knowledge;
- Conflictology;
- Laboratory medicine;
- Accounting and taxation;
- Finance, banking and insurance;
- Management and administration;
- Marketing and advertising;
- Public administration;

- Nursing;
- Biomedicine;
- Management information systems;
- Business analytics;
- Stomatology;
- Preschool education;
- Environmental science.

Separate recommendations and advice developed by the field experts and Quality Assurance Service of the University were delivered in writing to the relevant services of external actors. Their involvement in the process of public review of documents was also high.

2.2 External Quality Assurance

External quality assurance implies, on the one hand, the periodic assessment of current teaching and learning, research, the third mission of the university and institutional effectiveness, and on the other hand, promotion of its improvement. Effective management of the external quality assurance is largely determined by the creation of a perfect internal quality assurance mechanism in the higher educational institution. In these processes, the activity of the university largely depends on transparency and accountability to internal and external stakeholders. The process of external quality assurance at Tbilisi State University is developing in two directions:

- The cycle of external formative evaluations in the University;
- Preparation for the process of (re)accreditation of the educational programs.

2.2.1 The Cycle of External Formative Evaluations in the University

In the reporting period, the Quality Assurance Service of the University planned the reworking of specific educational programs for the purpose of accreditation, as well as the subsequent stages of reflecting the recommendations issued by the accreditation council and experts in the educational programs in the final phase of accreditation, and the preparation of interim reports to determine the compatibility of educational programs with the study field classifier.

The present process is preceded by an external collegial evaluation process in the institution, in which persons interested in the educational program participate. In the first cluster accreditation process, which was prepared at the Faculty of Humanities, academic staff and PhD students of the Faculty of Social and Political Sciences and Psychology and Educational Sciences were actively involved, which led to the involvement of a large number of people in the review and examination process. The institution largely relied on the expert experience of the staff employed in the institution in the field of education.

In 2023, the institution started preparatory work for the new stage of the cluster of educational programs (business administration) operating at the Faculty of Economics and Business. This year, 9 educational programs were assessed for (re)accreditation, in which 71 people participated. However, the internal collegial examination was also prepared for those educational programs, which were submitted to LEPL- National Center for the Development of the Quality of Education. Accordingly, a total of 40 educational programs were prepared within the internal collegial assessment. At the end of the collegial assessment, the conclusions issued by the experts were processed in the program committees and also in the self-evaluation groups, and adequately, the next stage of improvement of the educational programs was planned.

2.2.2 The Process of (Re)Accreditation of Educational Programs

Prior to the (re)accreditation of educational programs, the TSU Quality Assurance Service, in cooperation with the faculty quality assurance service and educational program committees, plans the evaluation process of educational programs, which is coordinated by the Department of Accreditation, Assessment and Analysis of the University Quality Assurance Service, and the Faculty Quality Assurance Services, program accreditation experts employed in various structural departments of the University, persons implementing educational programs, students and other interested persons participate in the program assessment procedure.

The vast majority of the University educational programs that underwent reaccreditation during the reporting period were subject to changes. Accordingly, the rate of changes in 2023 according to Faculties is as follows: Faculty of Exact and Natural sciences: 32 units; Faculty of Humanities: 5 units; Faculty of Social and Political Sciences - 44 units; Faculty of Psychology and Educational Sciences - 24 units; Faculty of Economics and Business - 28 units; Faculty of Medicine - no changes were observed; Faculty of Law - 4 units. In the reporting period of 2023, on the basis of 8 resolutions of the Academic Council of the University, a number of important changes (137 issues) were approved in the educational programs of all levels. The presented statistics show that there are minimal changes in the educational programs of the Faculty of Medicine and Law. The main changes come to the offer of elective courses in the current educational programs, which is largely due to their adjustable nature.

During the reporting period, the basis for implementing changes in educational programs was:
- ✓ Changes in legislation or the university regulations;
- ✓ Recommendations of the Council of Accreditation of Educational Programs and accreditation experts (external evaluators);
- ✓ Recommendations developed as a result of internal and external collegial evaluation;
- ✓ Changes implemented in the field in the direction of teaching and research, which were initiated by the persons implementing the program and were based on their local or international experience;
- ✓ Analysis of student survey findings;
- ✓ Analysis of learning outcomes;
- ✓ Labor and education market requirements;
- ✓ Analysis of employer survey findings;
- ✓ Expansion of the internationalization area of the educational program.

In 2023, the reaccreditation of almost all educational programs accredited in 2011 and 2012 was completed, during which it was possible to renew educational programs. To the base of university educational programs 2018-2023 5 new educational programs were added (including: 1 PhD program, 1 teacher special training); Reaccredited are: 29 educational programs, including: 16 Bachelor's, 11 Master's, 3 PhD degree): within the framework of compatibility, 3 educational programs (1 Bachelor's, 2 PhD) 4 educational programs passed planned monitoring by submitting three-year interim reports (1 Bachelor's, 1 Master's, 2 PhD); As for the programs accredited in 2022, 9 of them were submitted with reports to the Accreditation Council (1 Bachelor's, 8 Master's).

During the reporting period, following the modified documents and new communication procedures required by the updated standards, the University prepared and gradually submitted 50 educational programs for the relevant procedures:
- For the purpose of accreditation - 4 new doctoral programs and 1 teacher training educational special program (PhD: *cultural personology, psychological anthropology and migration studies; psychology; conflictology; cultural personology, psychological anthropology and migration studies (English); teacher training special program);*

- For the purpose of re-accreditation - 29 educational programs (Faculty of Humanities - 4 clusters (classical and romance languages - 6 Bachelor's degrees, 2 Master's degrees; Slavic philology and translation - 2 Bachelor's degrees, 3 Master's degrees); Caucasiology and Oriental languages - 5 Bachelor's degrees, 3 Master's degrees; art - 2 Bachelor's degrees, 2 Master's degrees, 1 PhD degree, a total of 26 educational programs); Faculty of Economics and Business Administration - 1 cluster (1 Bachelor's degree, 1 Master's degree and 1 PhD degree, a total of 3 educational programs);
- For the purpose of compliance with the framework - 3 educational programs (1 Bachelor's degree: ecology; 2 PhD degree - international relations; applied ecology (interdisciplinary);
- Scheduled three-year report – 4 educational programs (1 Bachelor's – Law; 1 Master's – Law; 2 PhD-Law; Business Administration);
- Post-accreditation process reports - 9 educational programs (2 Bachelor's degrees - European studies; Psychology; 7 Master's degrees: European studies; Psychology of influence and communication; Psychological assessment and counseling of children and adults; Psychology of work organization; Psychology of education; Sociology; Ppplied social psychology).

All the above-mentioned external assessment processes were planned and predetermined, therefore, in the reporting period, all planned external evaluations were completed.

In the new reporting period, a new thematic cluster is planned, namely cluster evaluation of economic and business administration educational programs. Within the scope of compliance with the framework, educational programs of education and teacher education, as well as separate educational programs, which have been defined with a new qualification code, are undergoing preparatory stages.

2. On Institutional Development

Universities, as centers for learning-teaching, research and community development play an important role in the development of the country and actively participate in public life. The institutional profile of the university is clearly reflected in its strategic development plan, however, the current events in the modern educational system and the global world often require a review and gradual change of the initial provisions of institutional development. In order to create a sharp institutional profile of the University, an internal inter-institutional cluster vision and network link is created with the interaction of both learning-teaching and research, services and management activities; The institution promotes the establishment of a high quality culture institutionally, expands the network of internationalization and mobility in order to receive and share international experience; It tries to bring teaching-learning and research processes closer to modern high-tech academic processes.

Based on existing European methods and systematic experience, the Quality Assurance Service, within its competence, coordinates the academic processes at the University, focuses on important topics, collects various types of information, and analyzes them. In this process, regular institutional evaluation plays an important role, which can be purposefully filled with the results of general studies of specific current topics and problems.

During the reporting period, the Service within the framework of institutional development paid special importance to such issues as:

- Preparation for authorization process;
- On the design of the strategic development plan of the University;
- TSU in the international ranking system;
- The support of the University participation in international grant competitions;
- The involvement of the Quality Assurance Service in international projects;
- Adherence to the principles of academic integrity;
- Support for staff development;

- News in the Vocational Education Center;
- On the change of the electronic system for the management of the educational process;
- Cooperation with Quality Assurance Services of the Faculties;
- The website of the University Quality Assurance Service;

3.1 Preparation for Authorization Process

In accordance with the charter of LEPL-Ivane Javakhishvili Tbilisi State University, the University ensures a high level of teaching-learning and research quality by implementing modern methods of teaching-learning, research and evaluation (modules, credit system, etc.) and preparing self-assessment for the authorization/accreditation process.

Taking into account the aforementioned and the fact that the period of authorization granted to the University (6 years) expires on August 27, 2024, the Quality Assurance Service of the University started preparations in April 2023, within the scope of its authority, to develop the self-assessment of the authorization.

At the first stage, a plan of activities to be performed was drafted and specific activities were scheduled in time, namely:

- Review of authorization standards and distribution of responsibilities;
- Data collection and analysis;
- Providing necessary studies and surveys;
- Formation of the self-assessment report working group;
- Preparation of the project of the self-assessment report;
- Reviewing the self-assessment report and receiving feedback;
- Submission of self-assessment report in final form.

After that, on the initiative of the quality assurance team, a corresponding working group was defined for each standard given in the self-assessment report. In particular, the group (except for the first standard) had to collect the necessary information and documentation, including holding necessary meetings, as determined by each standard. Each such group included an employee of the Quality Assurance Service of the University, a Quality Assurance Employee of the Faculty and, if necessary, a representative of the relevant structural unit. The activities of the mentioned groups continued until the formation of the final self-assessment group.

The working group held a number of sessions where the strengths and weaknesses of the University, development opportunities and risks were discussed in relation to each standard and in general. First of all, critical analysis of the challenges and risks on which the work should be conducted in the following periods was held. The analysis was carried out based on the evaluations and recommendations of the Center's experts, as well as on the basis of the conclusions of independent international experts and partners. In the process of preparing the authorization self-assessment, the weak and areas for improvement were clearly identified, which must be developed for the further development of the University.

During the sessions, new quantitative data of TSU was collected, analysis was made based on the data, and the results of the analysis were reflected in the relevant reports. In this process, as a result of public discussions, a strategic development and action plan was approved. Clarifying changes were made to the relevant processes and legal framework of the university standards.

In addition to the above, care began in the summer of 2023 and relevant groups were created (in the direction of strategic development plan and institutional studies), which performed the necessary institutional research and actively worked on the development of the draft strategic development plan (specifically reviewed in the first standard).

Following the aforementioned processes, a final self-assessment working group was established by [order N13-01-01 of the Rector, from January 18, 2024.](#) It was decided that the composition of the working group should be as broad and comprehensive as possible in order to fully and objectively assess the information, documentation, etc. described in the self-assessment report.

Notwithstanding the fact that most of the members of the self-assessment group participated in many sessions of different formats and had information about the process of preparing the self-assessment report, at the very first session of the self-assessment group, the methodology of the self-assessment group, the presentation of studies and the working version of the self-assessment report were discussed. The relevant data of the groups responsible for the standards were submitted, which was reflected in the draft self-assessment report. The results of institutional studies conducted at the preparatory stage of authorization were discussed in detail. The session was held in an interactive mode and important information/opinions were exchanged, shared, etc. The group also reviewed in detail the final drafts of the Strategic Development Plan and the Action Plan, which were approved by the Academic Council on February 22.

In addition to the strategic development plan, the Academic Council approved a number of documents corresponding to the authorization standards on February 22. After that, on the basis of sharing various information and mutual reconciliation of the final positions, a meeting of the self-assessment working group was held on February 27, 2024, where the draft of the self-assessment report was discussed in detail.

It is on the basis of the final results of this review that the self-assessment report, together with the portfolio of relevant evidence and indicators, was submitted to the National Center for the Development of the Quality of Education in February 2024.

3.2 On the Design of the Strategic Development Plan of the University

Strategic planning is the cornerstone of the TSU management, ensuring the achievement of set goals and outcomes with appropriate resources and capabilities. Taking into account the above, at the initiative of the Service, TSU created a working group in July 2023 for the purpose of developing a draft strategic plan, the purpose of which was to outline the main outlines of the draft strategic development plan of TSU for 2024-2030. The working group held meetings with various concerned sides of the university for several months. Interviews were planned and conducted with the higher management of the University (the Rector, Head of the Administration, Deputy Rector, Deans, etc.), individual structural units, faculties, representatives of independent scientific and research institutes, academic staff, students, etc.

The named group, in the course of its activities, also studied and analyzed the 2018-2024 strategy performance reports and the achieved implementation outcomes.

At the stage of strategic assessment, the critical issues affecting the main directions of the University activities and strategically important topics were identified. Based on the results of the SWOT analysis, the opportunities, threats, strengths and weaknesses facing the University were identified, which were written in the appropriate matrix. The working group then defined long-term strategic goals. As a result of the analysis, four fundamental priority areas were identified:

     I.   educational activity;
     II. scientific-research and innovative activities;
     III. organizational effectiveness and institutional development;
     IV. The third mission.

Along with the activities of the mentioned group, TSU initiated several important surveys. The surveys included:

➢ Analysis of the labor market and employers' requirements (Annex II.19)

Goal:
- Assessment of the demand for graduates of Bachelor's, Master's and PhD educational programs of Ivane Javakhishvili Tbilisi State University throughout Georgia;
- Analyzing the qualitative and quantitative data of labor market research documents conducted at all seven faculties for various educational programs of TSU in 2020-2023 in order to identify the main requirements in the labor market;
- Studying the employment rates and main trends of graduates of TSU Bachelor's, Master's, PhD, single-level and integrated educational programs of the last five years;

➢ Student Satisfaction (AnnexII.19):

Goal:

Studying the students approaches, expectations and satisfaction of TSU Bachelor's, Master's, PhD, single-level, integrated bachelor-master and teacher training programs, namely:
- Studying the motivation and expectations of students who have chosen TSU;
- Analysis of satisfaction with services received by students with active status.

➢ TSU Personnel Satisfaction (Appendix II.19):

Goal:
- Collecting information about the experiences and opinions of the university (a) academic, visiting and scientific and (b) administrative and support staff, which serves to improve the university infrastructure, material-technical base, staff services and teaching-learning/research processes.

Based on all of the abovesaid, the strategic plan project team, in coordination with various concerned sides (administration, academic/visiting staff, students, alumni, employers) and taking into account the results of the mentioned research, developed the design of strategic goals. After individual meetings, on December 25, 2023, an extended, joint meeting with concerned sides (academic council, senate, academic staff, independent scientific research institutes, students, heads of structural units of the University, etc.) was held, where the general public was informed about the existing findings and an appraise/discussion took place. After that, the developed project was once again shared, in order to introduce it and present opinions. The findings/strategic goals are reflected in a strategy map that shows the cause-and-effect relationships between the goals and provides an overview of the organization's strategy. The components in the map include the financial perspective, the customer perspective, the internal process perspective, and the learning and growth perspective. Finally, the University strategic development plan and 3-year action plan, approved by the Resolution N22/2024 of the Academic Council from February 22, 2024, includes the vision of the University management, academic and visiting staff, students, employers and other concerned sides. The strategic plan envisages the unified strategy of education and science of Georgia in 2022-2030. The strategic development plan outlines TSU priorities and goals, which will be implemented through a detailed action plan.

3.3 TSU in International Ranking System

U.S. News & World Report 2022-2023 Rankings

In the Global Ranking System of 2022-2023 Tbilisi State University was placed on the #776 position among the best 2000 universities of the World.

Ivane Javakhishvili Tbilisi State University

1, Chavchavdze., Tbilisi 0179 Georgia | Website

#776 in Best Global Universities (tie)

Ivane Javakhishvili Tbilisi State University Rankings

#776 in Best Global Universities (tie)

#194 in Best Global Universities in Asia

Ivane Javakhishvili Tbilisi State University Subject Rankings

#262 in Physics

Ranking is distributed according to the directions:

- Global research reputation #1477
- Regional research reputation #290
- Publications #1480
- books #1129
- conferences #1433
- Normalized citation impact #441
- Total citing #1262
- Number of publications, from the most cited 10% #1058
- Percentage of total publications that are among the most cited 10% #115
- The number of cited papers in the top 1% most cited is #953
- Physics #262

Times Higher Education

THE Rankings is one of the most prestigious ranking systems in the world, which evaluates universities in depth, based on 13 indicators and 5 areas: teaching, research, citations, industrial income, international perspectives. Based on the data of the past years, Ivane Javakhishvili Tbilisi State University has been included in the Times ranking of world universities several times.
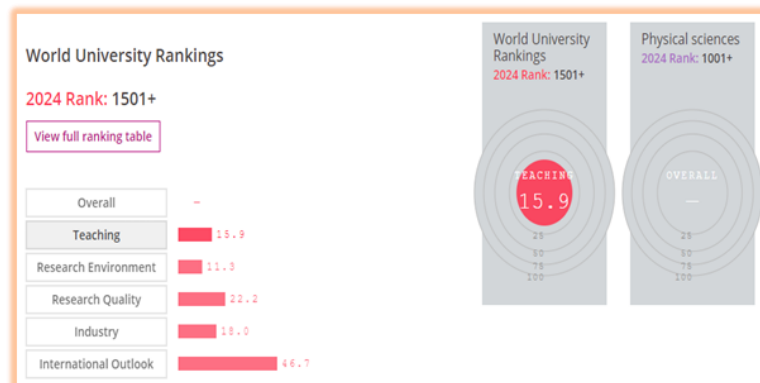
THE Rankings evaluate universities according to the following performance indicators, which are grouped into five areas:

- **teaching:** academic environment
- **research:** volume, income and reputation
- **citations:** research impact
- **industrial income:** knowledge transfer
- **International perspective::** international personnel,students and research cooperation

According to the data of 2023, which is based on the quantitative and qualitative data of 2022, Tbilisi State University is on the 1501+ place in the ranking list of world universities.

QS World University Rankings
As of 2023, Ivane Javakhishvili Tbilisi State University is on #801-850 position in the QS World University Rankings.
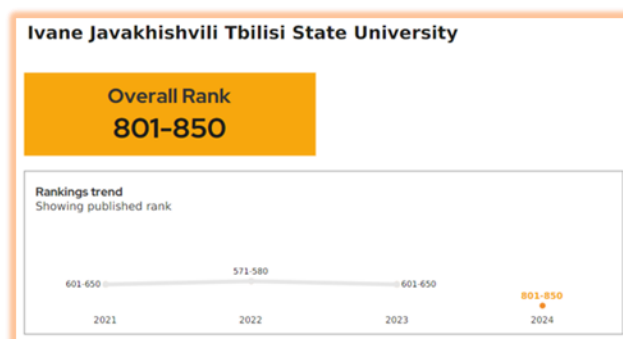
For all QS university rankings, global reputation is assessed by two main international surveys. The first one is the annual QS Global Academic Survey, which asks academics around the world to identify the institutions they believe are performing best in their field. The 2023 ranking is based on the assessment of the following six indicators:

- ✓ Academic reputation (40%)

- ✓ Employer's reputation (10%)
- ✓ Academic personnel/student ratio (20%)
- ✓ Citation on academic personnel (20%)
- ✓ International personnel ratio to total number of personnel (5%)
- ✓ International student ration to the total number of students (5%)

For the used methodology click here.

A university is eligible for inclusion in the World University Rankings if it is in the top 50% of the regional rankings.

#801-850	#18	#=390	#118
QS World University Rankings	Europe University Rankings ...	Europe University Rankings	EECA University h...

Ranking Web Of Universities

Web ranking of world universities in Europe is carried out by the Cybernetrics Lab initiative of the Consejo Superior de Investigaciones Cientificas (CSIS), one of the leading Spanish research organizations. The organization unites 126 centers and institutes throughout Spain. When ranking universities, the organization takes into account the index of references from other websites (Google, Yahoo, Live Search, Exalead), the number of internal pages of the university website, the number of complete texts on it, scientific articles posted on the website and the number of their citations.

ranking	World Rank	University	Det.	Impact Rank*	Openness Rank*	Excellence Rank*
1	1467	Ivane Javakhishvili Tbilisi State University		3888	1748	1215
2	1745	Georgian Technical University		3469	2415	1660
3	1912	Ilia State University		4816	2052	1657
4	3980	University of Georgia / საქართველოს უნივერსიტეტი		7564	3187	4327
5	4618	International Black Sea University		6619	5790	4850
6	5229	Tbilisi State Medical University		10971	6553	4283
7	5328	Batumi Shota Rustaveli State University		11353	3726	5586
8	5864	Agricultural University of Georgia		16529	3966	5468
9	7831	Free University of Tbilisi		12959	6553	6071
10	7911	Akaki Tsereteli State University Kutaisi		7304	5465	7212
11	12135	Caucasus University		9992	6553	7212
12	13030	Caucasus International University		11128	6553	7212

Current edition
Universities: January 2023 Edition 2023.1

About Us
- About Us
- Contact Us

About the Ranking
- Methodology
- Objectives
- FAQs
- Notes
- Previous editions

Resources
- Best Practices

Georgia

According to www.webometrics.info Ivane Javakhishvili Tbilisi State University has entered the top 4% of world universities, and is the first in the Caucasus region. According to the data of 2023, TSU ranks 1467 among 35038 universities in the world. In the list of European universities (6036 universities) it is on the 560th place - in 9% of the best universities. It takes the first place in the Caucasus region and in Georgia (ahead of 61 higher educational institutions in Georgia that were included in the ranking system).

3.4 The Support of Participation of The University in International Grant Competitions

On the initiative of the Quality Assurance Service, in cooperation with the relevant administrative structures of the University, the procedure for submitting an international grant application within the framework of "Erasmus+" (Key Action 2; Key Action 3; Jean Monnet) was developed and approved on behalf of Ivane Javakhishvili Tbilisi State University ((Order: 24.12.2019, 22/04). The purpose of the mentioned rule was to ensure the high quality, reliability, effectiveness of the projects implemented on behalf of the University and with its involvement, compliance with the priorities and needs of the University; Assistance in systematization of grant applications for the University, control and prevention of non-productive expenses. According to the rule, the requirements that the international grant application must meet in order to be submitted on behalf of the University or for the University to be involved in the project as one of the participants were defined.

In 2022, at the initiative of the TSU Quality Assurance Service, changes were made to the said order (Order: 1/04, 12/01/2022). In particular, the list of Erasmus+ programs was filled and the direction of vocational education was added. The composition of the commission composed of the heads of various administrative structural units was re-approved (Order: 4/01-01, 14/01/2022, which evaluates the project within its competence. Further changes, again at the initiative of the Quality Assurance Service, were implemented by Orders: 8/01-01, 17/01/2023 and 7/01-01, 17/01/2024.

21 Erasmus+ and 5 CIF applications were submitted to the competition in 2023, the commission held meetings in January-February 2023. At the same time, personal consultations and additional support mechanisms were offered to applicants. For comparison, a total of 14 applications were considered for submission to the competition in 2022.

3.5 The Involvement of the Quality Assurance Service in International Projects

The Quality Assurance Service of the University participates in various events and manages a number of projects in the direction of institutional development. During the reporting period, work was carried out on the project *Responsibly Conducting Research - Research Integrity and Ethics in Georgian Universities (ETHICS),* which was divided into several activities:

3.5.1 "Responsibly Conducting Research - Integrity and Ethics of Research in Georgian Universities" (ETHICS)

The goal of the project "Responsibly Conducting Research - Research Integrity and Ethics in Georgian Universities" (ETHICS) is to systematically improve research activities carried out by universities and research organizations by introducing practices focused on highly qualified research and advanced academic approaches.

The specific tasks of the project include the introduction of research ethics, research reliability and research integrity mechanisms, as well as strengthening the concept of responsible research in the activities of researchers, high-level training programs and PhD program accreditation standards, which aims to prevent unoriginal academic works and promote authentic research practices in Georgian universities.

The basic activities planned in the frames of the project include:
- Revision of the accreditation standard of PhD programs and strengthening of experts' knowledge and skills;
- Creating a research integrity module (extensive digital learning course MOOC);
- Training of researchers and research support staff [responsible for integrity];
- Revision-development of the University research integrity and ethics policies, documents including necessary resources;
- Establishment of research integrity and ethics council;
- Development of academic support and integrity research services in order to create supportive environment for research activities;
- Promotion of responsible scientific communication in Georgian universities.

3.5.2 First International Meeting of ETHICS Project Consortium

On May 2-5, 2023, the first international meeting and study tour of the consortium took place within the framework of the project "Responsibly Conducting Research - Research Integrity and Ethics in Georgian Universities (ETHICS)" funded by the European Commission. Representatives of 10 Georgian higher educational institutions, 3 European universities and European non-university partner organizations of the project consortium attended the meeting. The meeting was also attended by representatives of the Ministry of Education and Science of Georgia, Shota Rustaveli Foundation and the National Center for Education Quality Development.

The meeting was aimed at the detailed discussion of the work packages of the project, the role and plans of each partner, as well as the presentation of the administrative and financial regulations of the grant management established by the European Commission for the Georgian and European institutions of the consortium. The representative of the Quality Assurance Service also participated in the meeting.

https://www.tsu.ge/ka/quality-assurance/page/ETHICS---Project meetings

3.5.3 Trainer Trainings in the Frames of ETHICS Project, Sponsored by European Commission

On October 11-13, 2023, a 3-day workshop on the training of trainers was held within the framework of the project "Responsibly Conducting Research - Research Integrity and Ethics in Georgian Universities (ETHICS)" sponsored by the European Commission, organized by Ilia State University and led by the European partners of the ETHICS project. It was hosted by Akaki Tsereteli Kutaisi State University.

The meeting was chaired by experts from the Free University of Amsterdam, Masaryk University and the European Association for Academic Integrity. The sessions focused on the following issues: research ethics and integrity, data falsification and its detection, prevention of plagiarism and other types of academic misconduct while conducting research, the need to confirm research ethics and procedures for its acceptance, publishing ethics and related issues. Several sessions were devoted to the use of artificial intelligence in research and related challenges and opportunities; The function-duties of the research integrity officer and the principles of his work in the educational institution were explained.

Upon ending the training an opinion on designing national frame for research integrity, headed by Shota Rustaveli National Scientific Foundation of Georgia, was highlighted. The meeting was attended by the representative of TSU Quality Assurance Service. https://www.tsu.ge/ka/quality-assurance/page/ETHICS---project trainings

3.6 Adherence to the Principles of Academic Integrity

The Turnitin software, a similarity/plagiarism detection and prevention mechanism, has been implemented on the TSU e-learning portal. The Turnitin program was first embedded into the Moodle system on July 6, 2018. By the beginning of 2020, more than 1,500 courses were uploaded and activated on the Moodle e-learning platform, including Turnitin activated in 918 courses. All assignments uploaded in these courses were checked for similarity. Over the next 2 years, 21,660 students registered on Moodle; A total of 79,047 assignments/BA/MA/PhD theses were checked for plagiarism in 2018-2020. By the end of 2020, the number of electronic courses on Moodle amounted to 3921, among them 2329 were active, the number of mixed method courses - 2329, and the number of conducted exams according to courses - 888 courses.

By the end of 2023, all Turnitin licenses had been activated on the Moodle e-learning platform, and more than 7,106 courses had been uploaded and hosted.

In November a three-year license was refreshed and a new three-year agreement was signed.

Turnitin is functioning on the electronic portal e-learning.tsu.ge, for checking various academic task/exam papers, as well as Bachelor's, Master's and PhD Thesis on similarities. Checking the thesis on similarity continuous in continuous mode.

3.7 Support for Personnel Development

Support for the professional development of academic staff is one of the essential and important activities of the Quality Assurance Service, which enables the institutional development of the University. In this direction, the Service was involved in the discussion of important topics, that was proposed by external actors of the Quality Assurance Service. During the reporting period, the Quality Assurance Service participated in both local and international trainings, webinars, workshops and conferences. Among the events held with the participation of the Quality Assurance Service in 2023, worth noting are:

3.7.1 EUA Webinar Series - New European Research Area (Era) for Universities "European Research Area and Universities: ACTION 13", 16.11.2023

On November 16, 2023, the European University Association (EUA) held an online meeting for representatives of EUA member universities. The meeting was part of a series of webinars - "New European Research Area for Universities, **European Research Area and Universities: Action 13"** and discussed the role of research and research-based education submitted by universities in the process of forming the future of a competitive Europe

The European Research Area (ERA) itself represents an ambitious bid to create a single, borderless EU-wide market for research, innovation and technology. It helps countries to become more efficient through mutual cooperation, aligning their research policies and programs and thereby increase the competitiveness of the European contingent. The ERA policy agenda includes 20 action items in 4 priority areas. The specific goal of the

13th action point to be achieved in 2022-2024 is to strengthen higher education institutions in order to develop in accordance with the requirements of the ERA and synergistically integrate with the European education space.

At the meeting, the speakers of the European Commission, EUA and Coimbra Group focused on priority issues identified according to previous studies, such as: finding support for universities and their partner organizations (non-university research institutes, companies, etc.) in the direction of research and innovation; promotion of transnational cooperation in research and innovation; Ensuring sufficient investment at all levels (institutional, Member States and Union) as well as improving coordination between these levels.

3.7.2 ICT Innovation Online Session: "The Role of the Private Sector in Strengthening the Startup Ecosystem", Eu4digital Program: Supporting the Digital Economy and Society in the Eastern Partnership, 08.08.2023

The meeting was held under the aegis of the European Union in order to support the higher educational institutions included in the European University Association (EUA). The purpose of the meeting was to strengthen the role of the private sector in strengthening startup ecosystems. The meeting was held within the framework of the program **EU4Digital Initiative** (https://eufordigital.eu/). **The EU4Digital Initiative** is the EU flagship regional program to support the digital transformation and harmonization of digital markets for countries participating in the Eastern Partnership (EaP) joint policy initiative. In the context of the European Neighborhood Policy and the Eastern Partnership, the **EU4Digital initiative** aims to spread the benefits of the EU's Digital Single Market to the Eastern Partner Countries. By developing a stronger digital economy and society, it contributes to both economic and job growth, helps businesses and improves the lives of Eastern Partnership citizens.

3.7.3 Consulting Meetings Within the Framework of the Program "Consulting Services for the Promotion of the Internationalization of Higher Education", 17.07.2023-21.07.2023

With the support of the World Bank and the Ministry of Education and Science of Georgia, within the framework of the "Georgian Innovation, Inclusion and Quality Project" ((I2Q) (P168481), N:GE-MESCS-212280-CS-QCBS) program - **"Consulting services for the promotion of internationalization of higher education"** , on July 17-21, 2023, 5 online consultation meetings were held for higher educational institutions of Georgia. The following issues were discussed at the consultation meetings:

1. 17.07.2023, consultation meeting 1:
   - ✓ International joint PhD program Education and Science management
   - ✓ Joint PhD program
2. 18.07.2023, consultation meeting 2:
   - ✓ Review of English language modules (task 2a)
3. 19.07.2023, consultation meeting 3:
   - ✓ Review of the structure and content of the entepreneurship module (task 2b)
4. 20.07.2023, consultatipon meeting 4:
   - ✓ Review of the concept of international school excellence (task 3)

5. 21.07.2023, consultation meeting 5:
Review of the programs and IES school schedule.

3.7.4 Training - "Recognition of Education Acquired by the Persons with International Protection Status - Legal Framework and Procedures", 29.08.2023 – 30.08.2023

On August 29 and 30, 2023, on the initiative of the National Center for the Development of the Quality of Education, a training was held for representatives of higher educational institutions within the framework of the project "Promotion of the implementation of the procedure for the recognition of education acquired by the persons with international protection status". The project was implemented within the framework of the grant program of the Council of Europe, in order to promote the implementation of the Lisbon Convention and improve the mechanism of recognition of refugee education.

At the training "Recognition of education acquired by the persons with international protection status - legal framework and procedures" the following topics were discussed:

- ✓ Sharing of international experience;
- ✓ Research of Georgian higher educational institutions, main findings and recommendations;
- ✓ Legal Sources;
- ✓ Discussion of practical task, group work.

3.7.5 "Enhancing Quality Culture at Tbilisi State University"

The project "enhancing Quality Culture at Tbilisi State University" was designed on the bases of the proposal by the Tbilisi office of the Francophonie Agency (coordinator Tamar Gharibashvili) and is successfully implemented by the coordination of the Quality Assurance Service of TSU at Ivane Javakhishvili State University, together with the University Agency of Francophonie of Central and Eastern Europe (AUF). The project was financed jointly by the Bucharest office of the Central and Eastern European Francophonie Agency (Director - Muhammed Ketata, Coordinator - Claudia Visani) and the LEPL - Ivane Javakhishvili Tbilisi State University. The following events were held in the framework of the above-mentioned project in 2023

- ➢ Training *Sustainable development, natural/disaster processes and geoecological problems:* On October 19-20, 2023, a two-day training on the topic: "Sustainable development, natural/disaster processes and geoecological problems" was opened at Tbilisi State University with the organization of the Quality Assurance Service of TSU and with the financial support of the Central and Eastern European Francophonie University Agency. The audience had the opportunity to listen to the speech of Mohamed Ketata, the regional director of the Central and Eastern European Francophonie University Agency. The training lasted two days and ended on October 20.

   The training was led by the experts: Giorgi Gafrindashvili - Head of the Department of Disaster Processes, Engineering Geology and Hydrogeology of the Geology Department of the Ministry of Environment and Agriculture of Georgia, and Vazha Trapaidze - Associate Professor of the Faculty of Exact and Natural Sciences of Tbilisi State University, Deputy Dean in the scientific field. The target group of the training was the students of Bachelor's, Master's and PhD programs of Tbilisi State University and other interested persons. Issues on ecology, sustainable development of environment,

geoecological problems and natural/disaster processes were discussed. Participants were awarded certificates.

➤ On December 10, 2023, a training was also held for TSU students on the topic: "***Communication",*** led by the higher education expert of the Francophonie University Agency, Professor Imen Khanchal from the University of Tunis.

➤ On November 5-6, 2023, Ivane Javakhishvili Tbilisi State University, under the coordination of TSU Quality Assurance Service, hosted the visit of Central and Eastern Europe regional office staff under the leadership of Central and Eastern Europe regional director, Mr. Mohamed Ketata. Within the framework of the visit, working meetings were held with representatives of partner universities, the Rrector of TSU, academician Jaba Samushia and the Head of Quality Assurance Service, Mr. Shota Fotolashvili, and plans for future mutual cooperation were designed.

➤ On December 6-7, 2023, the chief specialist of TSU Quality Assurance Service, Giuli Kalatozishvili, participated in the second Francophone forum "Quality assurance in higher education" organized by the Central and Eastern European Francophonie University Agency and UNESCO, which was held at the University of Tirana, Albania.

A report on the projects implemented by the Francophonie Agency at TSU was presented: *"**Institutional development and the role of the quality assurance service in institutional management processes".***

The above-mentioned activities, were carried out within the framework of the project planned by the Central and Eastern European Francophonie University Agency and Tbilisi State University, are important for the internationalization of the University and raising awareness in the international educational space.

3.8 News in the Vocational Education Center

Since 2019 Vocational Development Center at LEPL –Ivane Javakhishvili Tbilisi State University has been functioning at two locations (Tbilisi and Kutaisi).

At present the Center administers **8** vocational educational programs at both locations. Also, the Center successfully leads **9** vocational training program and **1** vocational retraining program (all the programs are financed by the State).

On the bases of the Order №42/m (02/06/2021) of the Minister of Education and Science of Georgia ("On the rules and terms of enrolment on the vocational educational program") the selection of the applicants in the Center is carried out according to the new procedure for 2 years.

In 2023, out of **1,681** applicants registered at both locations, **398** vocational students were selected and enrolled in the programs based on vocational testing and interviews.

In 2023, **196** graduates of vocational education programs were qualified, **13** trainees completed the short-term vocational training program "Laboratory Health and Safety".

During the reporting period the following were carried out:

✓ Verification of evaluation system of all vocational educational programs in Kutaisi location;
✓ Changes in the rules of verification of vocational student evaluations of LEPL-Ivane Javakhishvili Tbilisi State University;

- ✓ Changes in the regulation of the educational process of the vocational educational program of the LEPL-Ivane Javakhishvili Tbilisi State University;
- ✓ Survey of vocational students, trainees, employers, teachers and graduates using an electronic questionnaire, based on the analysis of the results, a report and recommendations were developed;
- ✓ Recognition of credits of 5 vocational students and individual study plans were developed;
- ✓ Consulting meetings and informational trainings for teachers and supervisors of professional programs (Tbilisi, Kutaisi) in the direction of learning and teaching;
- ✓ Planned monitoring by the National Center for Education Quality Development. Within the framework of the visit, taking into account the recommendations given by the group of authorization experts, they were implemented step by step, namely: changes were made to various regulatory documents, staff job descriptions were edited, etc.;
- ✓ Updating of vocational programs website and social network page;
- ✓ A survey of graduates was carried out together with the Vocational Skills Agency, started in 2022.

One of the main priorities of the Center's activities is internationalization, familiarization with international experience and sharing of best practices to ensure the quality of the teaching-learning process. During 2023, at the initiative of the Quality Assurance Service and Center of TSU, a number of meetings were held with the Ida-Virumaakutsehariduskeskus (Ida-Virumaa) Vocational Education Center (Estonia) in order to deepen mutual cooperation issues, and in May 2023, an official visit of the delegation of TSU Vocational Education Center to Ida-Virumaakutsehariduskeskus (Ida-Virumaa) Vocational Education Center was held. Within the framework of the visit, in terms of strengthening mutual cooperation, a decision was made to plan and implement joint vocational programs. The negotiation process also provided for the start of preparatory work in this direction and the improvement of the quality of teaching and learning.

The center is actively working in Tbilisi and Kutaisi location in the direction of adding new vocational programs and short-term vocational training-retraining programs. In order to build additional space at the Tbilisi location, the Center is actively involved in design work with the relevant department of TSU and the architect. Also, the search for funding sources for the rehabilitation of the third floor in the educational building at the Kutaisi location is underway.

3.9 Cooperation with the Quality Assurance Services of the Faculties

The quality assurance service is the governing link of the University system, which hierarchically includes faculty quality assurance services. The relevant services of the faculties manage in coordination with the central quality service, while taking into account the specifics of individual directions and based on the principle of their harmonization in the University space. Thus, the Quality Assurance Service at the University, as a pluricentric management body, implements the ongoing changes and innovations in the Georgian educational space in compliance with the principles of cooperation.

The scope of the Quality Assurance Service of the University should cover not only internal but also external quality assurance issues, however, a number of issues arise in the work process that require decentralized planning, implementation and resolution of specific issues and tasks, which is another distinct form of academic freedom in the university space. Therefore, faculty quality assurance services are given the opportunity to establish their own faculty specifics and, based on it, make the main profile of the faculty even more visible,

thereby enriching the university's academic image, since the strength of the higher education institution lies in academic diversity.

During the reporting period, cooperation with quality assurance faculty services in the development of educational programs, (re)accreditation and internal collegial and external evaluation were considered as priority topics. In the present processes, a high degree of involvement was observed on the part of faculty administrative units.

Accreditation preparation processes have undergone a transformation, been restructured in the perspective of cluster accreditation requirements, in the interdisciplinary perspective of collaboration of institutional assessment of the key themes. One of the important stages of cooperation between faculties can be named the effective involvement of academic staff and PhD students of the Faculties of Social and Political Sciences, as well as Psychology and Educational Sciences in the research and assessment in the cluster accreditation process.

A new style of cooperation was developed by the Center for European Studies, which planned the work to be carried out in the process of developing the educational program both in coordination with the Quality Assurance Service of the University and with the participation of the quality assurance services and academic staff of all those faculties whose involvement was considered within the framework of the new educational program.

Within the mandate of the Service, the following topics were actively discussed in 2023:
- ✓ The issue of modification of educational programs within the framework of cluster accreditation;
- ✓ Editing of the University regulation of program design, evaluation and development;
- ✓ Editing of educational regulatory rules in relation to legislative changes;
- ✓ Update-modification of the credit recognition rule;
- ✓ Methodology of individual curriculum development;
- ✓ Modification of the base of academic and visiting personnel;
- ✓ Discussion of authorization standards and relevant components in the authorization process and planning of preparatory processes;
- ✓ Study of normative documents preparatory to the authorization process, data search-collection, clarification and arrangement of relevant annexes-evidence, preparation of the register of mandatory documents and planning of the translation process;
- ✓ Planning the authorization process and distribution of functions among the participants;
- ✓ Discussion of different segments of international ranking, study and sharing of data;
- ✓ Increasing student involvement in the process of supporting quality assurance issues.

The Quality Assurance Service of the University conducted the work on these topics as a team, which implies active communication with the Quality Assurance Service of the Faculty, academic staff and students.

3.10 The Website of the University Quality Assurance Service

The results of the activities of the Quality Assurance Service are published and shared in all directions on the updated website of Tbilisi State University. With the website, it is possible not only to communicate with the University community, but also to inform about the current news in the modern educational space, to share research results with target groups, to provide professional support to academic staff; Delivery of manuals and documents developed within the service to the general public both locally and internationally.

The Georgian and English website of the Quality Assurance Service includes information about all areas of the activities performed by the Service. Information is updated regularly, so that the interest of receiving information in a reasonable time is protected.

It is worth noting the growing awareness of TSU according to the website. For example, since April 2021, a visitor counter has been installed on the website of the TSU Quality Assurance Service, according to which the website was viewed by visitors from 102 countries of the world (as of March 2024):
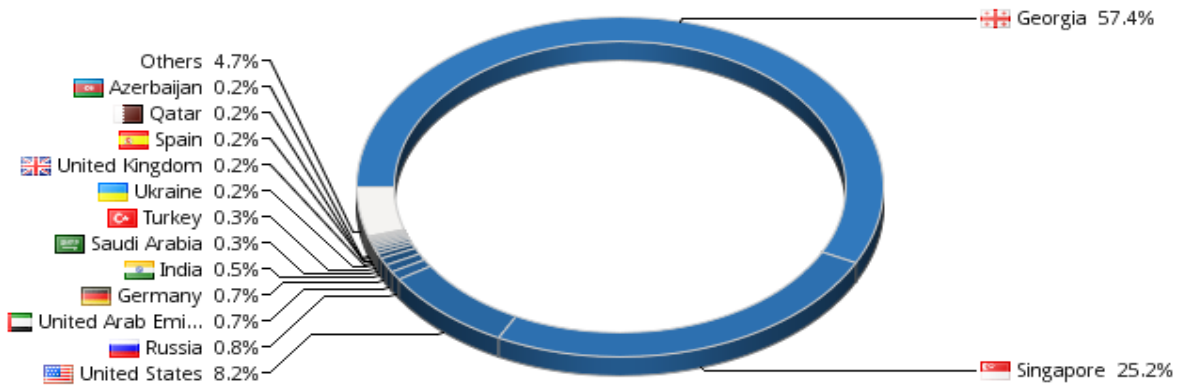
Since April 2021, the website's visitor counter the site has been visited 22,150 times by 13,514 visitors.

	Country	Visitors
1.	Georgia	7,753
2.	Singapore	3,412
3.	United States	1,112
4.	Russia	111
5.	United Arab Emirates	98
6.	Germany	94
7.	India	61
8.	Saudi Arabia	45
9.	Turkey	41
10.	Ukraine	33
11.	United Kingdom	32
12.	Spain	29
13.	Azerbaijan	27
14.	Qatar	27
15.	Portugal	26
16.	Italy	23
17.	France	23
18.	Poland	22

Number of countries visiting TSU website, 2021-2024
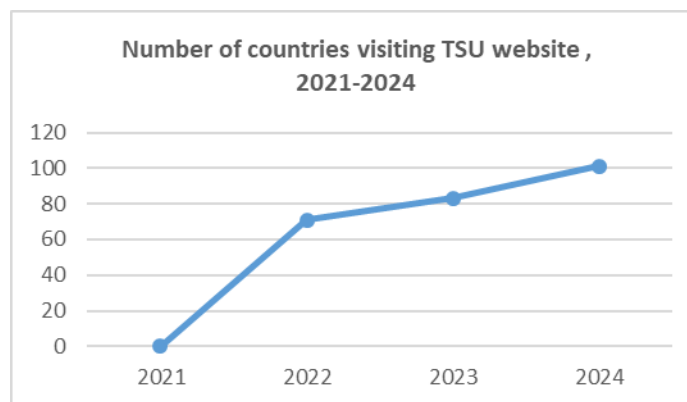
4. Communication with External Actors and Institutions of Quality Assurance

The successful management of quality assurance at the University is connected to not only the communication with internal actors, but to constant and intensive communication with quality external actors, including external assessors, LEPL-National Center for Educational Quality Enhancement, international institutions.

In 2023 the Quality Assurance Service communicated with the following external actors:

- ✓ Communication with the Ministry of Education and Sciences;
- ✓ LEPL- the National Center for Education Quality Development;
- ✓ LEPL – information System for Education Management;
- ✓ Communication with Europe University Association (EUA)

4.1 Changes in the Board of Quality Thematic Group

In July 2023, a change was made in the Board of the Council of Rectors, the management of which was transferred to the rector of the Technical University of Georgia. At the same time, the board of the quality thematic group was changed, the leadership of which was assigned to the Head of the Quality Assurance Service of the University Sh. Potolashvili.

4.2 Communication with the Ministry of Education and Science of Georgia, Lepl –National Center for Educational Quality Enhancement and Lepl- Education Management Information System

Cooperation with external actors was intense in 2023. The expansion of communication was caused by the publicity and transparency of the processes in the above-mentioned agencies.

Through the mediation of the Ministry of Education and Science of Georgia, the following activities were planned and implemented in the fiscal year 2023:

- Issuance of license to implement educational programs in a foreign language (English and Russian) (for educational programs: *Cultural Personality, Psychological Anthropology and Migration Studies; Caucasiology, Russian Philology, Slavic philology);*
- Specific correspondences were prepared regarding the innovations introduced in the academic space and current topics in educational programs;
- 4 planned monitoring of the operational base of the educational programs of the Ministry of Education and Science was carried out;
- Planned monitoring was prepared and implemented for the purpose of correcting the questionnaire-survey of the Bachelor's and Master's degrees;

The Service has constant contacts and intensive cooperation with the LEPL-National Center for Educational Quality Enhancement, based on the official subordination and gradually planned innovations. In 2023, within the mandate of the Service, a number of analytical service correspondences were developed in relation to the Center, analysis of various types of documentation was carried out and about 80 educational programs were presented to the relevant services of the Center in different modes, including:

- Within the framework of (re)accreditation of educational programs;
- In relation to the decision of the Accreditation Council in order to determine compliance with the reports and qualification framework;
- Visit of authorization and accreditation experts;
- Evaluation of the accreditation process and the quality of involvement of the National Center for Educational Quality Enhancement in these processes;
- Preparation of the reasoned replay to the conclusion of accreditation experts;
- Involvement in the discussion of new legislative initiatives and projects;
- On the presentation of academic staff of the University as part of the sectoral characteristics development council;
- Recommending and introducing the candidates for the accreditation, authorization, appeal councils and medical expert group of higher education programs;
- Analysis of documents developed in the process of cluster accreditation preparations, exchange of recommendations and opinions.

The above-mentioned processes and activities between the actors are carried out according to the plan, consistently, result-oriented and smoothly, based on the high responsibility and professionalism of the actors.

5. Other Activities of the Service

The quality assurance service of the university conducts its activities with various university administrative units based on strictly defined internal university procedures.
In the reporting period of 2023, work was carried out in the following direction:
- study and preparation of external and internal correspondence circulation;
- Initiation and preparation of the resolutions for academic and representative councils.

5.1 Study and Preparation of External and Internal Correspondence Circulation

During the reporting period, about 2,500 correspondences were officially sent to the Quality Assurance Service of the University, and 2,000 responses were returned to the addressee. The main topics of the correspondence were:
- Topics related to accreditation processes of educational programs;
- Subjects regulating the educational process from faculty and central administrations;
- Student mobility and recognition of credits;
- Recognition of credits of academic courses completed in the higher education institutions University of Georgia;
- Recognition of credits of academic courses completed during the period of study at TSU;
- Recognition of credits of training courses completed within the framework of mobility abroad;
- Exemption from the compulsory foreign language module based on the attached certificate;
- Preparation for the apostille of the syllabi/annotations of study courses;
- Examination of agreements reflecting inter-university cooperation;
- Expertise/preparation for expertise of the documentation presented by the Center for Lifelong Learning;
- Preparation of note/certificate on authorization of TSU on the basis of the procedures defined by the law of Georgia on higher education;
- Issues related to grant and project topics;
- Correspondence with external and internal quality actors;
- Correspondence with foreign colleagues-experts and institutions;
- Communication with citizens;
- Preparation of information on the rights of TSU graduates to work in various positions;
- Preparation of certificate for apostille on the basis of the procedures defined by the law of Georgia on higher education on the right to enroll in the Master's program;
- Management of Quality Assurance Service (accounting of incoming and outgoing documents).

During the reporting period, a large share of incoming and outgoing correspondence (both internal and external circulation) came on topics related to the accreditation processes of educational programs - about 1080 pieces, the survey for the evaluation of accreditation processes - 4 pieces. The statistical recording of specific data showed a high number of written communication during the reporting period.

6. The Self-Assessment of the Service and Perspectives of Further Development

On the basis of the activities performed during the reporting period of authorization, the Quality Assurance Service of the University prepared a self-assessment report on the search for authorization. In the reporting period, the strategic development plan of the institution was also assessed and a new strategic document was developed, based on the reconciliation of which and according to the main themes of the 2024 action plan from LEPL – National Center for Educational Quality Enhancement, the 2024 action plan of the Service will be developed.